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Parent-  
Teacher  
Magazine

# CHILD WELFARE



APRIL . . . . . 1933



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# CHILD WELFARE

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*Courtesy Freer Gallery of Art, Washington, D. C.*

## "THE VIRGIN"

From a Painting by  
ABBOT HENDERSON THAYER

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## The *President's* MESSAGE

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WHEN the theme of the National Convention at Seattle in May is developed this year it will seek to present for conferences the influences which may determine a child's opportunity in his community. These opportunities for physical, mental, and spiritual growth are largely determined by an adult world, which in the past has been for the most part too busy amassing wealth to be greatly concerned with the education and protection of children.

Recently there was called in Washington a National Conference on the Crisis in Education, and great leaders in the business, industrial, and agricultural world were conferring with educators and groups, including ours, that seek to maintain the essentials in education for children. It was a most significant meeting, for it showed clearly that a child is dependent upon all the influences in his community even for his education. If business fails, so does education; if, in fact, any part of a child's environment fails to meet its normal responsibility, the child is directly affected.

We who are the friends, guides, and protectors of youth must seek to develop every resource at our command to offset that which would handicap children. Draw together in your communities every leader, every thinker, and every citizen to discuss what you shall do for your children. We can no longer get everything we desire, but we must not fail to get the best that is to be had with limited resources.

Adults of this generation face a grave responsibility and yet have great opportunity to turn more thought, more energy, more real and intelligent planning into making the child in his community safe, happy, and ready for the future. To this end we are directing the purpose of our convention. We seek an interested, energetic delegate body and your efforts to be represented at Seattle will be repaid by the information the delegate brings back to you as to how the child may be best protected and developed in your community.

*Minnie B. Bradford*

President, National Congress of Parents and Teachers

# SELF-EXPRESSION AND GROWTH

DO YOU GIVE YOUR BABY A CHANCE TO  
LEARN BY DOING, TO GROW THROUGH  
CREATIVE EXPERIENCE?

By HAROLD M. WILLIAMS • Iowa Child Welfare Research Station

"The Progressive Education Association believes in an educational procedure which is carried on in an atmosphere of freedom, naturalness, friendliness, and healthfulness. It believes that the spontaneous interests of young people should be consulted and utilized. It believes that initiative and responsibility and originality should be encouraged and developed."—*The Progressive Education Association, Its Faith, Its Nature, and Its Work*

**C**REATIVE expression has been much maligned and criticized. Many psychologists disagree with the name on technical grounds. But with the splendid statement of principles given above there can be no quarrel. Just how do these principles apply to the child of preschool age?

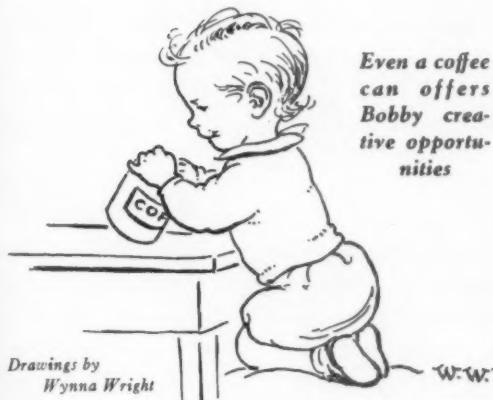
*The creative principles apply in many activities. Somehow people have come to associate creative expression with music, drawing, dramatics, and the other art activities. But when eighteen-month-old*

Bobby struggles on his own initiative to put the cover on the coffee can, when Mary fumbles with the zipper on her play suit, they are really learning under the best creative conditions. When Father masters radio principles so that he can give better service in his store or when Mother experiments with a new dessert recipe, the learning is genuinely creative. In each of these cases the learning

takes place in an "atmosphere of freedom"; it is carried forward by "spontaneous interest"; and it introduces "initiative, responsibility, and originality." That is, creative expression is an attitude of mind, an interested, purposeful, self-initiated endeavor, rather than any particular set of "things to do" such as playing a musical instrument or drawing a picture.

1. Name six activities of children which are not usually associated with creative expression but which, when they take place in an "atmosphere of freedom," belong in this classification.
2. Why is it better for a child to do things for himself than to have them done for him?
3. Explain how the development of creative expression in the preschool years may be related to discipline.

Creative learning is the most efficient and permanent. Hundreds of pages of careful scientific experiments prove this. The creative learner has a definite goal he understands and wishes to reach, he struggles manfully, and is immensely pleased and satisfied over success. The noncreative learner may totally misunderstand the situation and he will almost certainly lack the interest which is so important for learning. Eighteen-month-old Bobby succeeds in getting the cover on the coffee can and his response



*Even a coffee can offers  
Bobby creative opportu-  
nities*

Drawings by  
Wynna Wright

is a happy "dere." Mother and Sister must also notice the feat and approve before the satisfaction is complete.

*Creative achievement is of the utmost importance in satisfactory personality adjustment.* Everyone recognizes the devastating effects of a feeling of inferiority. What is often overlooked is the fact that these feelings many times find their earliest root in overdomination by the parents. Both impatience with the child's first clumsy efforts and the habit of doing everything for him lead to feelings of failure and the habit of overdependence. The best antidote to a feeling of inferiority is the habit of accomplishment. In college Miss White was a timid, unsure, dissatisfied person. All her life everything had been done for her and nothing had been expected of her. But after her first year of responsibility in teaching she was a changed person, confident, poised, and happy.

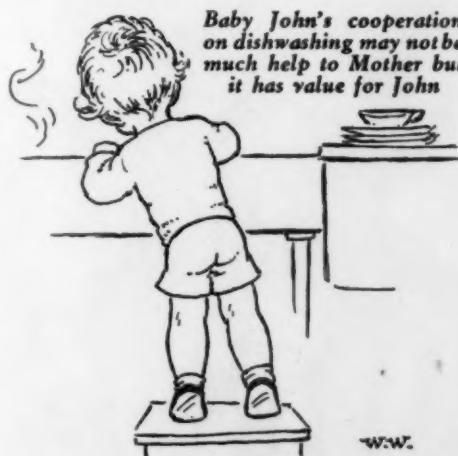
The need which everyone has for the respect of others is easily changed into a distorted form of domination over others by early overdependence; the very dependence is used as a means of controlling other people. The professional invalid whose "indigestion attacks" make everyone in the household skip is an all too common illustration of this.

*The best discipline is self-discipline.* "Discipline" has come to have an unpleasant

sound; but it is a necessary fact of living. So long as we live in a social world and so long as we must insist on habits of health and social adjustment, we must have a certain amount of discipline. Whatever the child's natural impulses may be, he must conform to certain standards. But this conformance may often be most quickly achieved by methods other than force. At the preschool age, the fact that all the other children drink their cod-liver oil cheerfully has often been enough to persuade a child, who resisted at first, to conform on his own initiative. And it must be noted that when the child made this decision of his own free will, he never went back to resistance.

In the same way, throwing the responsibility on the child usually results in a remarkably quick formation of a disciplinary habit. In one preschool group of three-year-olds, each child has a special hook of his own for his outdoor clothes. Each child chooses a particular tag which will mark his own hook. A picture of a cat, a dog, or a butterfly is sufficient. With practically no outside pressure, the habit of caring for their own wraps springs up in these children.

*Creative expression encourages initiative and originality.* We are all born different. Everyone has something original and unique in his make-up by means of which he can contribute to life. The preschool teacher



*Baby John's cooperation  
on dishwashing may not be  
much help to Mother but  
it has value for John*

## CHILD WELFARE

suggested one day that her group of children "think of things to do" with a music accompaniment. In a week more than fifty activities were spontaneously suggested by the children. One suggested walking, another running, another clapping hands, another tapping the knees with the hands, and so on. Many of these were conventional and rather stupid to the adult, but many of them were beautiful and musically appropriate. The glow on each child's face as the whole group did what he had suggested was evidence enough of the value of the idea. Once the plan was started, the whole group came to expect it as part of the music time. Thus the habit of initiative was started.

*Encourage the habit of initiative.* This means, most of all, being alert to seize upon opportunity. Nineteen-month-old John decided it would be nice if he would stand on a stool and hand Mother the dishes from the rinsing pan as she dried them. The wise mother grasped the opportunity and it became quite a ceremony. Perhaps a few dishes were broken, but John was learning, on his own initiative, a first lesson in cooperation.

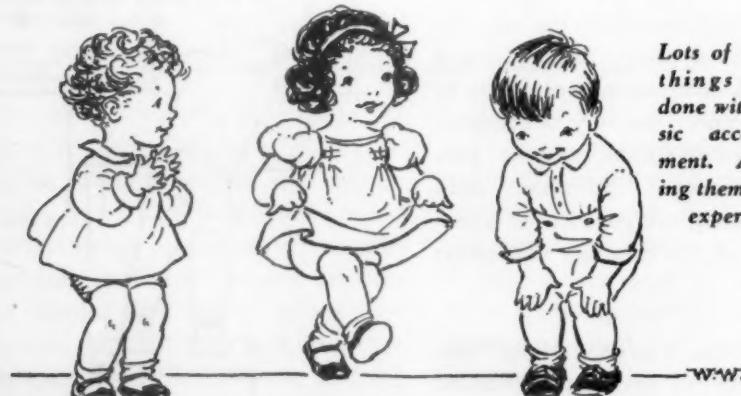
*Make opportunities for creative activity.* A simple suggestion will often help. Fifteen-month-old Billy was given the opportunity to "help" brush his teeth. True, the "brushing" was largely vocalization and chewing the brush, but it was a simple and

creative start on an essential habit. A little later he was untying his shoes and pulling off his socks as part of the routine of getting ready for bed. And so long as he was "helping" there were never any protests over going to bed.

Opportunities for creative activity may also be made through providing the proper situations and materials. As has been said so many times, the best toys for children are not the pretty, ready-made things, but toys which they can use creatively to do something with. Bobby's coffee can proved to be a much more interesting toy than an automatic mechanical clown which danced. With the coffee can Bobby could put the cover on and take it off; he could put things in it, cover them up, and take them out again; whereas his big sister had to wind up the clown and Bobby could only watch.

*The "free" activities are of great importance in creative development.* While some habits such as eating and sleeping or social customs demand conformance of the child, there are many in which he may be allowed great freedom of choice. The best examples of these are play and the art activities such as are expressed through music, stories, and painting. In these activities there are no strict external factors influencing free choice. For the preschool child they are among the best means of developing the habit of making choices and developing

*(Continued on page 441)*



# NEW MODELS IN APARTMENTS

APARTMENT HOUSES ARE NOT IDEAL  
FOR CHILDREN BUT THEY CAN BE BUILT TO  
PROVIDE FOR MANY CHILD NEEDS

By JAMES S. TAYLOR • Chief, Division of Building and Housing, U. S. Bureau of Standards

**T**HREE is nothing new in the idea that apartment houses should be designed and built with a reasonable amount of attention to the needs of growing children. There have always been a great many people who have known that children need outlets for their energy; that a good deal of their time must be spent romping and playing; that they thrive on sunshine; and that they need convenient and appropriate places to keep their bicycles, baseball bats, and muddy shoes. But it is only very recently that ways have been developed, and have begun to be utilized on any considerable scale, to make even a reasonable adaptation of the multi-family dwelling to the needs of children.

A brief review of past conditions may help us to understand the situation as we find it. Why is it that children under fifteen, constituting 30 per cent of the population, have been so neglected in the construction of such an important type of dwelling?

The apartment house of twenty or twenty-five years ago in most American cities was developed to meet the needs of a limited group of people—people who wanted to enjoy living in a fairly central location where land values were high and where the apartment seemed the only logical solution. Most

families for which this was the primary consideration were not engaged, at the same time, in the most absorbing occupation of rearing a family of small children. Hence it was only natural that such structures should be planned for the needs of adults, and that most families with children would, as is still the case, expect to live in houses.

However true that was, it was of but little comfort to those families with young children which, for one reason or another, found it advisable, even if only for a short time, to live in an apartment. With such families in mind complaints against the "children not wanted" attitude were sound enough in their way, and it might have been well if we had heard more

"Adequate housing goes to the very roots of the well-being of the family, and the family is the social unit of the nation. It is more than comfort that is involved, it has important aspects of health and morals and education and the provision of a fair chance for growing childhood. Nothing contributes more to happiness or sound social stability than the surrounding of their homes."—HERBERT HOOVER.

of them. But they were usually aimed at the wrong target, or at least at a target that in most cases was a very minor one—an ogreish set of people popularly supposed to be displeased by the sight of anything young and frolicking. To be sure, there are some few people who are not willing to make reasonable allowance for the din and clatter that are normal by-products of the process of growing up.

Nevertheless, we cannot overlook the fact that the habits and attitudes of adults and children are different. We all know that

living quarters that may be entirely adequate for four or five adults, can immediately become too small if you substitute one or two children for one or two adults. Or again, if a child wants to stamp around on the floor for a few minutes while waiting for his parents to put on their hats and coats, it may mean nothing in their lives. But with the same parents, at the end of a tiring day, sitting down to enjoy a quiet meal, let some similar stamping go on overhead and see how different the picture may become! If a child romped and shouted a normal amount in most apartments built twenty-five years ago, he really was a nuisance to the neighbors; and if he did not, the constant repression of such normal healthy outlets certainly did him no good. There is no blinking the fact that by and large children and the old-fashioned apartments were mutual misfits.

The difficulties were not confined to the apartments where children were not welcomed, but extended to those that teemed with children. For example, many of the old-style tenements had no adequate light and air, were dark and smelly, and were unwholesome on a dozen different grounds. The problem confronting the builders of such multi-family dwellings was to provide shelter from the elements for people of low income. Lack of public understanding and the almost wholly unregulated operation of initiative, under conditions of extremely rapid growth, led to the overcrowding of the land and the creation of great slum areas in certain of our cities, to the great detri-

ment of the children and parents living in them.

#### A REMEDY FOR OVERCROWDING

LUCKILY enough there have been at all times people in various walks of life who have had the imagination, common sense, initiative, and understanding of children and their needs, to find some remedy.

It is more than fifty years since the movement started in the lower east side of New York which resulted in tearing down simultaneously whole blocks of tenements and establishing neighborhood parks and playgrounds on the sites vacated, exemplifying a

case where the exercise of hindsight to remedy past mistakes was imperative but very costly.

During the last quarter of the nineteenth century settlement houses were established in many of our larger cities which were devoted in a considerable measure to making up for the lack of play spaces that were omitted in the private development of the land with closely packed tenement houses. School playgrounds and manual training in the schools are both developments of special importance to families with children living in apartments, where the opportunities for them to perform useful tasks around the home are so greatly curtailed.

#### MODERN APARTMENT HOUSES

Two lines of current development in the multi-family dwelling field have a



*Photographs courtesy Better Homes in America*  
*Many of the old-fashioned apartment houses were unwholesome and uncomfortable for both children and adults*

special interest to all who are concerned with children. The first is the garden type of apartment, or group-house development; and the second has to do with the steps that can be taken to improve existing conditions.

Modern transportation has made available for new developments considerable plots of land at a cost low enough to permit its use on a fairly open plan. This permits plenty of light and air and open spaces and gives the designer a good opportunity to consider the requirements of families with children. If he is planning a large-scale development for families in the higher income groups, modern technique offers him a tremendous opportunity. He can see that every apartment has a certain amount of sunshine, and he can provide some of the windows with special glass that permits the health-giving ultra-violet rays to penetrate. Gardens where infants can be promenaded or left to sleep in their baby carriages, sand boxes, slides, swings, supervised playgrounds where active running games can be played, tennis courts, and swimming pools can be provided, and even a baseball diamond or a football field may be possible. Indoor playrooms, attractive basement quarters for storing the children's personal play equipment so that there is no need of taking bicycles up in the elevator, and special toilets can all be arranged. Children with muddy shoes and soiled clothing can go in through an attractive basement passageway directly to the elevators, without having to use the main entrance lobby as a dressing room, rendez-

vous, waiting room, and general hangout.

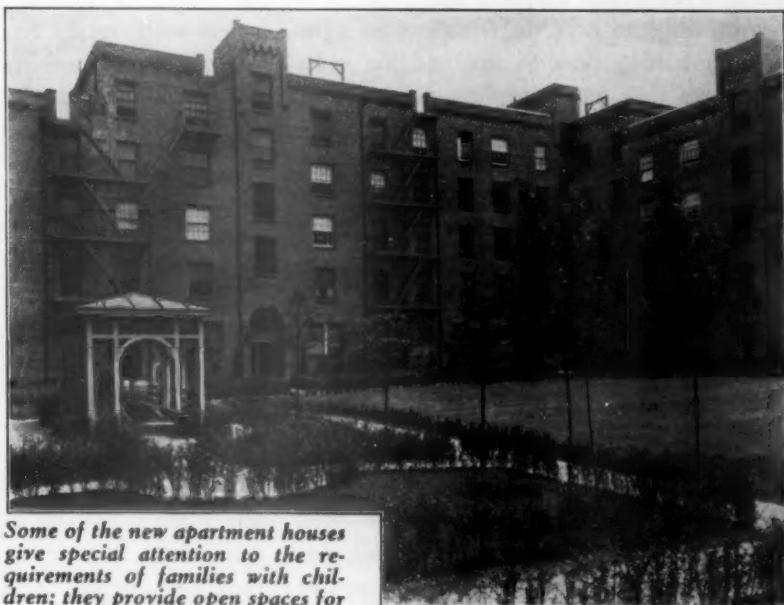
Outside fire escapes have been superseded by fireproof stair wells; the ceilings, walls, and floors of the different apartments can be made virtually sound proof. Instead of small, dark, dingy, noisy courts, unsightly even with the best management, every room can have a pleasant, quiet outlook over lawns or gardens well set out with shade trees. Arrangements can be made for small children to be left under competent care while the mother attends to her duties in the apartment or leaves it for an hour or two.

Such features can be found to some extent in recent apartments on the outskirts of most of our large cities. They provide reasonably well for most of the interests of a family. However, many of them involve an outlay beyond the financial reach of most families.

#### THE ONE-FAMILY HOUSE

SOME of these features are adaptable to one-family house developments but have not been so extensively used in them. A one-family house, particularly an owned one, is desirable from many angles.

Apart from the moral advantages of owning



Some of the new apartment houses give special attention to the requirements of families with children; they provide open spaces for play, and plenty of light and air

Photograph by Mattie Edwards Hewitt

## CHILD WELFARE

a house and the sense of independence and security that it gives under proper conditions, it enables the family to be out of doors more conveniently; gives more storage space; provides character-building, educative chores for the children; and affords a definite outlet and stimulus in connection with repairs, improvements, and gardening.

The group house development in which two or three or more houses, each with its own entrances and occupying a separate plot of ground, are grouped together as an architectural and structural unit, is proving to have many advantages under certain conditions. It permits each family to have a lawn and a garden of its own which can be reached by simply stepping out the front or back door. Where land values are relatively high, it permits twelve or fifteen families to occupy an acre under attractive conditions that do not seem too crowded, and it affords greater privileges and certain economies as compared with comparable apartments.

### IMPROVING THE HOUSES OF TODAY

ALTHOUGH only a small percentage of new dwellings are built each year, it is worth while to bear their features in mind in determining how to improve the older structures that most families must live in.

Play space for very small children who cannot walk to the nearest playground is perhaps one of the first improvements to be provided. This may be on the roof, or in the yard, while an indoor playroom or game room in the basement may serve a vital rainy day need and come in handy for filling in the child's odd moments. Trained supervisors for children's activities are becoming available in increasing numbers, and equipment is readily procurable and easily installed under competent direction. This last is a very important element that is often neglected in making plans, and that has often resulted in the provision of expensive playrooms that turn out to be failures where-

as a less elaborate layout might be a success. A place to play "duck on the rock" may mean more to a small boy than a set of chest weights in a playroom, even if it does not lend itself so well to oratory on the part of a rental agent. In some cases, games with balls may be made possible by the proper guarding of a few windows.

Features that really are valued by parents will eventually be furnished by progressive landlords who seek their patronage. In some cases a children's library and a children's "retreat" may be helpful features.

There is no need for a layman to attempt to outline in detail what may be done. The great need, as I see it, is to have more people, be they tenants, landlords, teachers, business men, or whoever else may be interested, take time to observe carefully the lives of families with children living in apartments or tenements, and determine what steps can be taken to meet outstanding needs at a cost within reach of the tenant to pay.

Luckily enough there are some strong economic forces that should work in the right direction. With a smaller rate of population growth, there is likely to be considerable competition to secure tenants, both between the owners of existing apartments and tenements with respect to one another, as well as between the builders of newer structures. There may be considerable possibilities for cooperation between owners of smaller units located in the same block or neighborhood.

Every family can do much for its children by equipping its home and allotting the space in it with reference to their needs.

However much we might like to see our present dwellings scrapped and replaced with new and better ones, the fact remains that if the housing needs of most of our present generation of children are to be better met, it must be through improvements to existing structures. Whatever promise lies in wholesale plans for doing away with slum areas and substituting newer structures either on their sites or on the outer fringes of the city for them, lies over a period of years.

Courtesy Ann J.  
Kellogg School, Battle  
Creek, Michigan



These gifted  
children find  
time to set their  
original verses  
to music

## OUT OF THE MAIN CURRENT

### WHAT SHALL WE DO ABOUT THE EDUCATION OF THE BRIGHT AND THE DULL CHILD?

By MARION L. FAEGRE • Assistant Professor, Institute of Child Welfare, University of Minnesota

**I**F all our children were just alike, and "just average," how simple training and educating them would be! Or so it seems. But the deadly monotony of dealing with such automations as they would inevitably be would soon swing us over to wishing for the reappearance of the very individual differences that cause us so much concern, and that present almost insoluble problems.

It is all very well when the differences from the average are not great enough so that they necessitate any special handling in order that the child may fit into some niche in the social structure. But on the fringes there are always unusual children whose mental endowments do not allow them to be easily classified, those few whose superior abilities should leaven the lump of mediocrity, and those at the other end who will need some appreciative help if they are to manage their own affairs.

Thus, out of every hundred children more than half will represent the level of intelligence in our general population. Outside

this group there will be about equal numbers on either side, those who cannot manage to get through high school, and those brighter than average who can go on to college. Still further from the average, we find much smaller groups of children who are very bright indeed, or so poorly equipped mentally that great care must be exerted if they are to be able to adjust to the demands of ordinary life.

The following classification, worked out by the psychologist Terman, guides us as to what to expect. The "I.Q.," or intelligence quotient, is simply a way of expressing the child's rate of growth in intelligence.

Percentages of Children in Different Groups		
	I.Q.	Per Cent
Highly gifted .....	Above 140	.25
Very superior .....	120-140	6.75
Somewhat superior .....	110-120	13.00
Average or normal .....	90-110	60.00
Dull .....	80-90	13.00
Borderline, often feeble-minded .....	70-80	6.00
Feeble-minded .....	Below 70	1.00

Very bright and very dull children are



*Courtesy Ann J. Kellogg School, Basile Creek, Michigan*

**Sewing, weaving, typing, woodworking, and other occupations provide for the dull child work that is creative as well as remedial**

being more sympathetically and intelligently handled every year. We are discovering that there need not be so many misfits as we formerly took for granted must be the case. For example, institutions for the feeble-minded have become "state training schools," as the realization gradually prevailed that training rather than care should be the aim.

#### EDUCATION FOR EVERYBODY

ONE of the important things for us to realize and to spread information about is the possibility of education for everybody. But not education in the old, formal sense. As Elise Martens puts it, in her practical and scholarly pamphlet on "Parents' Problems with Exceptional Children," "Let us discard for all time the notion that education consists of book learning."

We might well take that as a motto for our banner, in any march toward progress in understanding and training either exceptionally intelligent or mentally retarded children. It applies as well to very bright and very dull; it needs to be taken to heart equally by parents and educators, and by the casual public.

"How does it apply to the very bright child?" someone asks skeptically.

For answer we have only to recall some

of the instances we have known of individuals whose endowments approached genius, and yet who failed to make use of even a part of their talents, despite splendid "educations," as we say. Perhaps it was only the intelligence that was educated. Perhaps the emotions of

the child were neglected, so that self-love grew like a weed, or fondness for basking in the sun of parental approval crowded out pleasanter emotions. Perhaps the child failed to have any opportunities for hard, long, arduous endeavor, because things "came so easy" to him at school. It may be that his "education" failed him when it came to giving him understanding of other human beings. That can't be got entirely out of books but must be learned first hand, and perhaps he was a lonely child who never learned how to play with other children.

The abilities of the gifted child can never be fully utilized unless his education includes training that fits him for life as well as for the use of his intellect.

The application of our slogan to the case of the mentally retarded child is just as fitting. Sooner or later it will be drummed into our heads that whatever training fits children to carry on as self-supporting and reasonably happy members of society is education, in the best sense of the word. No matter what it is that the individual is learning to do, if he is doing something that he understands and enjoys, his natural powers are being "led forth" in the original meaning of the word "educate." Especially in the case of those children whose mental grasp is limited is it necessary to find and use what they have in order that they may

not grow up to burden society and themselves.

The dilapidation of the world in which we find ourselves today throws much doubt on the efficiency of education in general. It should henceforth be less hard to make people see that in the case of the very bright and the very dull child, particularly, it is going to be necessary for us to use whatever ingenuity we possess to further their full and free development for what their powers are worth. For in an ironical mood, we might almost say that the chaos we call American civilization has all the earmarks of having been worked out by the mentally retarded, while those whose intelligence ranks high enough are left free to perpetrate crimes upon the unsuspecting millions of "just average" people!

Schools in general are planned for the great middle group of children. Because about 60 per cent of children do have average, or normal, ability, and about 13 per cent more are only slightly duller or slightly brighter than this large middle group, the smaller groups of children, very superior, or very dull, find less attention paid in the school program to their needs. When only about six children out of every hundred are extremely bright or extremely dull it is expensive to plan the special work that they require. However, even in a time like the present, when retrenchment rather than expansion is going on, we can be constructive to the extent of doing everything in our power to further what tiny fragments of knowledge we have of ways in which the needs

of special groups of children seem best to be met. And this is obviously our duty.

### THE RETARDED CHILD

LET us take the case of the retarded child first. No matter what the existing educational possibilities, there are sound lines of procedure that devolve upon the home. First of all, the sooner we discover the child's comparative status, the better off he will be, because we can adapt our training to his abilities. The child who stumbles along unhappily, trying to live up to the high expectations of a family in which he is the only odd one becomes so used to failure and discouragement and contempt that he early acquires an additional handicap to the one imposed on him by nature. We seriously hamper the future adjustment of such children when we allow them to flounder in difficulties created by our indifference or ignorance. We must not wait, for example, for a child to repeat the same grade over and over in school and become enveloped in an atmosphere of despondency. Far earlier than this there were signs by which we might roughly have gauged his mental caliber. If we have been truly on the alert we have been on the lookout for things he could



*Courtesy Worcester, Massachusetts, Public Schools*

*Learning the arts of housekeeping is much more fun for girls of limited mentality than ordinary academic studies—and of more practical value to them, besides*

do well, interests and likings that would to some extent offset the inability to do some of the school work.

Besides being negligent about the discovery of their child's mental disability, there is a second way in which parents often unwittingly stand in the way of his adjustment. Many parents refuse to admit that their child's intellectual capacity is below the average. Their rebellion against the idea is so intense that they refuse to face the facts, but rationalize and beat about the bush, making excuses and stubbornly insisting that there is a good reason or explanation, on quite some other footing, of the child's backwardness. Excusing the child's failure to progress on the basis of a past illness, for example, may temporarily satisfy the parents, but it does not satisfy the child himself—nor does it help him out in his situation among the other children of his neighborhood. The longer his parents wilfully shut their eyes to the child's special needs, the more time is lost during those precious years when habits are being formed easily.

The parents are the child's first and most important teachers. It is their first duty to see that the child becomes as far as possible physically self-reliant. Not that it is necessarily so important for children to learn to button buttons, or wash their hands, or feed themselves. The acts themselves we are not particularly concerned about, though it would be silly to bring a child up to expect a servant to do all these things, even if we knew he could always have someone to wait on him. It is the attitude of mind, the self-confidence that it engenders, that matters. The child who knows he can do one thing will try to do another. Early habit training is essential to the welfare of

any child, but doubly so to the child whose mind is developing at a retarded rate.

The parent who works patiently and faithfully with a child who is slow to learn appreciates keenly the need of specialized training for those teachers who are to handle special classes in school. Only a few persons, relatively, are qualified to undertake work which requires the special gifts of sympathetic understanding, practicality, and patience that are some of the standbys of the teacher of retarded children.

Not all such children can be cared for in special classes, for these exist only in cities where there are large numbers of children. In many individual cases teachers recognize

the need of planning special work in keeping with the abilities of children who would fail in regular work. The home can do much to supplement the efforts of the teacher, in either case. School and home should both supply interesting activities that keep the

"Education consists of the development of those capacities which the child possesses to the end that he may live happily as a social being in a social world. Each child will thus be held responsible for the greatest use of that ability which he does possess, and it is our privilege to help him to reach that goal."—ELISE H. MARTENS

children happily busy. Only as much reading, arithmetic, geography, and such subjects should be given as is compatible with their capacities. It is of far greater importance that the children learn to get along with one another, to keep clean, and to become acquainted with some of the things that constitute good citizenship than that they should learn the table of 9's or the chief products of India.

To provide something that these children can do, and do well, is imperative if we are to give them the self-confidence that is an initial part of successful "carrying on" in life. Thus, a girl whose early ambition was to become a teacher was diverted into sewing when her teacher cleverly built upon the knowledge that the girl sewed with great care and neatness. Children of quite low

intelligence may do well, provided they do not have to cope with problems that are too big for them. If they are not required to make decisions involving much thinking, if they are not asked to adapt rapidly or frequently to new conditions, they may move on serenely and capably at the pace that is theirs. Many, many of those who are considered "feeble-minded" and are today cared for at great expense might, if only their training had been wisely planned, be able to handle their own affairs.

### THE GIFTED CHILD

INTELLIGENCE, we can see, is of great importance. But intelligence alone will not insure a happy or successful life; otherwise all those persons who have highly extraordinary mental capacity would be outstanding, which we know is far from being the case. The White House Conference findings of 1930 emphasized the enormous waste which is going on when we do not develop into contributing members of society those children who show so markedly superior a degree of intelligence as to be called "gifted."

Of over a million such children, very few, comparatively, are having any special attention paid to their needs. Since about 1900 there have been more or less fitful and desultory attempts to provide for the child who "doesn't have to study," or who "always knows the answer," some of which have proved more satisfactory than others. It is safe to say, on the basis of this experimentation, that it is often unwise to promote the bright child rapidly. It has been tried over and over again, and does not solve the problem, if we can judge by the number of such children who get into high school and college while too young and prove to be social misfits there. These children themselves often complain later on that advantage was taken of them.

Special classes where bright children are grouped have some advantages, but they are

found only in a few cities and they tend toward the same rapid advancement that is so often the method used with the individual bright child.

The method which seems to call forth most enthusiasm, after ten or more years of experimentation with it, is the enrichment class. In addition to the regular work of each grade, with perhaps an extra subject, the children carry on many self-initiated projects and activities, under the supervision of the teacher. Expeditions are undertaken to factories, museums, or any point of interest indicated by the enthusiasm aroused by study that has led in a particular direction. Much reading is done, and it is necessary for such a group to have a good library if the children are to profit fully. Many children do as much "work" out of school as in, the secret being that they enjoy carrying on activities that are of intense meaning to them.

While enrichment programs have so far been associated only with a few cities, there is no reason why the idea could not be carried out in an informal way in any school. Even where there are only one or two bright children in a room, an interested, alert teacher can do much to enrich their work. Some teachers allow such children to spend a good deal of time in reading, and ask them to report to the class. In other cases, such children are freed from the routine to some extent in order that they may give their time to special school projects—such as orchestra practice, making scenery and costumes, or any activity encouraging the use of their judgment, initiative, and thinking powers. What a child learns when working on a school paper or helping to run a social club is just as essential to successful living as are the things that we ordinarily think of as "proper" school subjects.

Results of attempts that have been made to measure the results of segregation in special enrichment classes have been encouraging, in that children who have been in them tend to show habits of industry, initiative,

and responsibility in their high school years.

The home life of the bright child may be such as to greatly enrich his school program if his parents will take pains to utilize his interests, and provide materials, books, conversation, and friends that are stimulating. Parents who take the trouble to know in advance something about what is to be studied in 4 B, for example, may greatly enhance the child's enjoyment and profit. If the Pilgrim fathers are to form the background for the history, much interesting reading material and many pictures can be found without putting in an exorbitant amount of time and effort and money. If certain principles in arithmetic are to be stressed, games may be sought out that will use these principles, or things may be constructed if the child likes to use his hands. In the case of the bright child there is time for more music, for dancing lessons, for Scout work, for athletic interests. But the parents must do some planning. They cannot leave things to work out by themselves. Exceptional children need exceptional attention; not overattention, but intelligent, forethoughtful planning with respect to their needs.

The question of overattention is one which has concerned many parents of exceptionally bright children. How to keep them from becoming conceited and so superior-feeling that they make no effort, engages attention especially in the case of children who have by unwise comment, perhaps not by their

parents, been made aware of their intelligence in a wrong way. Such children need to be shown that their "brightness" is a gift for which they should feel responsible. It is not merit in the child that has resulted in his having a superior brain; he should feel humbled rather than set up by being singled out as the recipient of such a gift. He must learn that there are many different qualities and abilities needed in the world, and be taught to think that everyone has some contribution to make.

The objection often raised to special classes is that the children included in them will, because they are chosen and set apart, think of themselves as unduly important. As it turns out, when a child is among a group of his equals he has less opportunity for becoming toplofty than when he is easily the "best" in his group. Segregating bright children has the good effect, too, of keeping them on their mettle. When they are kept back because others in the group cannot progress at a faster rate, it may have a doubly bad effect: making the bright ones lazy and indifferent, and making the average children feel inferior and therefore resentful.

#### PROBLEMS FACING PARENTS

**C**ILDREN who are exceptionally bright are truly "handicapped" in one sense: in chronological age, in size, in social development they may fit into one group of



*Courtesy Pasadena, California, Public Schools*

*A sixth grade class of gifted children produces a play based on the history of civilization*

children while in mental ability and therefore in some play interests and inclinations they belong to an older group. The problems of many parents are bound up in one or more such discrepancies.

Jimmie is keen and quick, mentally a fourteen-year-old, interested in the kind of things that fourteen-year-olds do and play. But his ten-year-old body is not developed to such an extent that he can enter into the sports activities of his older friends on an equal basis. Mildred is a large, well-developed girl. She is only fourteen, but she grew in height early and has been tall so long that people think of her as older than she is. She is torn between behaving as the grownups seem to think she should behave and romping according to her natural instincts. At school she is advanced and yet, because she is too young to be interested in boys and feels awkward in a group of girls who are socially much more competent, she has few friends.

There is no magic way out of the problems that confront their parents. They, like the parents of children whose mentality is frankly below the average, are faced with a responsibility that will require every bit of

their honesty and intelligence and ingenuity to handle. Whatever bit they learn and apply, however, insensibly affects to some extent those around them; and they may find comfort in the fact that though they may feel they have stumbled and made many missteps, they have, by their efforts, helped to direct the attention of more and more people to those children whose needs will never be met by provisions for the great middle group of children.

To discuss so large and important a topic in a single article is impossible. It is hoped that many whose questions are unanswered here will send for "Parents' Problems with Exceptional Children," Bulletin No. 14, 1932, U. S. Office of Education, by Elise H. Martens. It may be had by sending 10 cents to the Government Printing Office, Washington, D. C.

*(This is the last of three articles dealing with the exceptional child, written for CHILD WELFARE by Marion L. Faegre, Chairman of the Congress Committee on the Exceptional Child. The first one appeared in the September, 1932, issue and the second in the December issue.)*

## BULLETIN BOARD

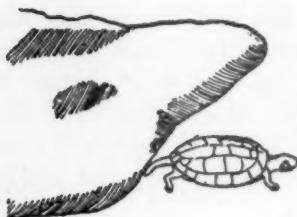
### State Conventions in April, 1933:

- Alabama—at Gadsden, April 27-28
- Connecticut—at Bridgeport, April 27-28
- Florida—at Hollywood, April 5-6
- Illinois—at Danville, April 19-21
- Kansas—at Topeka, April 26-28
- Kentucky—at Somerset, April 25-28
- Louisiana—at Lake Charles, April 20-22
- Michigan—at Jackson, April 26-28
- North Carolina—at Greensboro, April 19-21
- Oklahoma—at Sapulpa, April 4-6
- South Carolina—at Anderson, April 21-22

April 23-30—Better Homes Week

April 25-29—Annual Convention, American Physical Education Association, Louisville, Kentucky

# THE COYOTE AND THE TURTLE



EARLY one summer morning, once upon a time, when the ground was cool and damp, a turtle crawled up out of his home in the river. He crawled along hunting things to eat. He found so many good things that he crawled farther and farther away from the river. He forgot all about old Father Sun, who would come peeping up over the hills after awhile. If he had been a wise little turtle, he would not have wandered so far away from home. River turtles have to keep themselves damp. If they become too dry they cannot walk, and if the sun shines too hot upon them, they die.

Now while this little turtle was trudging slowly along, the sun came up and shone right down upon him. He turned around and started back to the river; but turtles travel so slowly and the sun was so hot, that he could only get half way there. When he saw what trouble he was in, he climbed into a shady hole in a big rock and began to cry.

He cried so hard and so loud that a coyote, who was passing near by, heard him. The coyote's ears were not so keen so he thought it was somebody singing.

"I must find out who that is singing," said Mr. Coyote, "and get him to teach me that song."

So Mr. Coyote peeped around the rock and found the turtle with big tears in his eyes.

"Good-day," said Mr. Coyote, "that was a nice song you were singing. Won't you teach it to me?"



*Illustrations by Fred Kabotie and Otis Polelonema from "Taytay's Tales"*

Reprinted by permission from *Taytay's Tales*, collected and retold by Elizabeth Willis DeHuff.  
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"I was not singing," replied the turtle.

"I know you were, for I heard you and I want to learn your song. If you do not teach it to me I will swallow you whole!"

"That cannot do me any harm," said the turtle, "for I have a hard shell that will hurt your throat."

"Well, if you do not sing for me I'll throw you in the hot sun!"

"That cannot harm me either," said the turtle, "for I can crawl under my shell."

"Well then," said Mr. Coyote, "I will throw you into the river if you do not sing."

"Oh, please Coyote-man do not throw me into the river. I might drown if you do. Please do not throw me in!"

"Yes, I will!" and Mr. Coyote took up the turtle in his mouth and threw him into the river.

The little turtle swam out under the water where the coyote could not reach him. Then he stuck his head up out of the water:

"Thank you very much, Coyote-man, for throwing me into the river. This is my home. I had no way to get here. Thank you for helping me."

And old Mr. Coyote trotted away very angry.

The stories for children which appear each month in **CHILD WELFARE** have been selected for use in this magazine by Miss Mary Gould Davis, Supervisor of Story-Telling in the New York Public Library, from the best of children's literature.



*Courtesy Filene's, Boston*

*Children who live on canal boats in Holland have the same educational opportunities as those who live on land. This is a scene after class on a floating school*



*Milk does more for the body than any other food, and does it more cheaply. It is the best all-round body-building food*



*Dried beans and peas have many good qualities. Use them freely in low-cost meals*



*Lean meat, fish, poultry, eggs, and cheese are muscle-building foods. Eggs are especially important for children*



*Tomato juice or orange juice should be given to babies daily. Use these fruits, and cabbage, for all the family often. They have special values*



*Vegetables and fruits are needed by everyone. When you have provided tomatoes or raw cabbage, add greens and other vegetables and fruits*

*Illustrations courtesy U. S. Bureau of Home Economics*

## ADEQUATE DIETS

### FOODS TO BUILD, PROTECT, WARM, AND GIVE POWER TO THE BODY

By HAZEL K. STIEBELING •

Senior Food Economist,

A WELL-PLANNED, inexpensive meal is often better in food values than a meal that costs much more. That is a comforting thought for the housekeeper who is struggling to keep up living standards on a reduced income. On the other hand, when the income goes down to the point where an actual pinch begins, there is something else to think of. It is possible to make "economies" which are harmful to the family health. How shall we avoid passing the danger line? What foods should the family have to make up an adequate diet?

A weekly food budget, in the judgment of the U. S. Bureau of Home Economics, will help the housekeeper with that problem. It must be, of course, a well-planned budget. That means it must provide a balanced diet which can be very cheap but must include all the necessary kinds of food, and enough of each. The weekly food budget will be, in fact, a market list for a week's supply of food—but it will be a classified list, arranged with reference to food values, thus: (1) milk and cheese; (2) vegetables and fruits; (3) bread, flour, and cereals; (4) fats; (5) sugars; (6) lean meats, fish, and eggs. In these groups are found all the necessary kinds of food—energy-yielding (carbohydrates, fats, proteins), building (proteins and minerals), and protective (minerals and vitamins).

For a balanced diet we need some article of food from each of those six groups—but the question is, how much? That depends largely on how much money we have to spend, because we can get the same values, though in different proportions, from a great many different articles of food. With a small food allowance we must look for cheap foods that will furnish the nutrients we cannot do without. The actual cost, therefore, will always depend upon the person who does the selecting and

# AT LOW COST

## HOW TO SUPPLY ENOUGH OF THE NECESSARY FOODS ON A REDUCED BUDGET

Bureau of Home Economics, U. S. Dept. of Agriculture

the purchasing of the food, the preparing and the serving of the meals. But it is possible to say that certain quantities of each of certain types of food will be enough for an individual, or for a family. It is possible, for example, to say that the market list given below will provide, for a week, a balanced diet for a family of five, including father, mother, and three children under fourteen years of age. One column shows the quantities of each kind of food necessary if the budget is to be held at the lowest figure that will furnish an adequate diet. The other column shows other quantities that will also furnish a balanced diet—a much better one—but at much higher cost.

### WEEKLY FOOD BUDGETS FOR A FAMILY OF FIVE AT LOW COST AND LIBERAL COST

	Low Cost	Liberal Cost
Unit	Quantity	Quantity
Milk (or equivalent in cheese) .....	qt. 28	31½
Vegetables and fruits		
Tomatoes, citrus fruits lb.	5	10
Leafy, green, yellow vegetables .....	7	11
Potatoes, Irish; sweet lb.	13	12
Dried beans, peas, nuts lb.	2	½
Dried fruits .....	1½	½
Other vegetables, fruits lb.	7	27
Flour, cereals .....	lb. 17	7½
or		
Bread .....	lb. 8	8
Flour, cereals .....	lb. 11	2½
Fats		
Butter, other fats .....	lb. 3	3¼
Sweets		
Sugar, molasses .....	lb. 3	4¼
Meat, fish, eggs		
Lean meat, fish, poultry lb.	4	12
Eggs .....	doz. 1½	2¾

The two columns differ in the larger quantities of vegetables, fruits, lean meats, and eggs in the more expensive diet, and the smaller allowances of



Dark grain foods are important in low-cost meals



All grain foods are cheap body fuels. Combined with milk, they are also good for body building



Use potatoes daily if you can. Cook them in their skins to keep their full food value



Dark molasses and cane or sorgo sirup are good for sweetening and have more all-round food value than pure sugar



Foods rich in fat supply abundant fuel and give flavor to the meal. But too much fat delays digestion. Use milk fat in some form every day, especially for children

bread, flour, and cereals. This happens because the base of the low-cost diet is milk and cereals—a combination of foods that provides more nutrients in better proportions than can be obtained in any other combination at the same cost. The liberal diet needs less of the grain products because it provides more of the same nutrients in other, more expensive foods.

Both of the market lists begin with milk and cheese. Then come vegetables and fruits; bread, flour, and cereals; then fats; sugars; lean meats, fish, and eggs. This arrangement emphasizes the protective foods. The ordinary family is likely to get the principal energy-yielding foods—bread, cereals, fats, and sugars—without making a point of doing so. Those are staple commodities. In arranging the budget it is well at the outset to make sure we have enough of the other necessary kinds—building foods and protective foods.

**F**IRST of all, then, we set aside an allowance for milk—plenty of milk—fresh, evaporated, dried, or in the form of cheese. Milk provides proteins of excellent quality, minerals, especially calcium and phosphorus, and vitamins, especially vitamins A and G. If adults use a pint of milk a day and children a quart, they get more essential food values than in any other one article of food. They need not drink all the milk, of course. They may take it in milk soups, in creamed dishes, in puddings, in ice cream, in cheese, and in many other ways which the skillful cook may devise. Because milk makes such important and varied contributions to the diet, and because it can be used in so many forms, some of which are very cheap indeed, it is the best and cheapest single safeguard for any economy diet, or for emergency feeding. But it also has an important place in adequate diets at any cost.

Vegetables and fruits as a class are important protective foods because most of them are rich in mineral salts and vitamins.

Calcium, phosphorus, iron, and other minerals are body-building and body-regulating materials. Vitamins are growth-promoting and health-maintaining factors. A few vegetables and fruits are so important in protective values and at the same time so cheap that they are depended upon next to milk as protective foods. Tomatoes, fresh or canned, raw cabbage, and the citrus fruits are in this category. At least one green or yellow vegetable is considered necessary every day.

We give tomatoes special mention, because of their exceptional vitamin C value, and because canned tomatoes, if not fresh ones, are usually cheap. Raw cabbage and citrus fruits are also exceptionally rich in vitamin C and at some seasons they are cheap.

We give green and yellow vegetables special mention because these two colors are usually associated with vitamin A. The green-colored vegetables, particularly the thin green leaves, are also very rich in iron. Green cabbage, beet tops, turnip tops, kale, dandelions, spinach, collards are as nutritious as expensive broccoli, brussels sprouts, or asparagus; perhaps more so. Carrots, also cheap, head the list of yellow vegetables for vitamin values, and are especially valuable when eaten raw.

We give special mention to potatoes because of their food value, and because they are one of the cheapest foods—Irish potatoes in the North and West, sweet potatoes in the South.

All the legumes—beans, peas, peanuts—in all their forms, are important. They are richest in vitamins when green and fresh, but dried beans or peas, peanuts and peanut butter can also be counted upon for proteins which are nearer to the animal proteins of milk, eggs, meat, and fish than are the proteins of any other common vegetables. Thus legumes are a partial substitute for meat.

Apples, a cheap fresh fruit in winter time, make a good contribution of food values

*(Continued on page 429)*

# ~ All-Round Health Course ~

## THE EIGHTH LESSON

FOR STUDY GROUPS, PARENT-TEACHER ASSOCIATIONS, AND INDIVIDUAL PARENTS



### THE SAFE SCHOOL

By KATE KELLY • Director of Elementary Instruction, Des Moines, Iowa, and  
MARIAN TELFORD • Field Secretary, National Safety Council; Chairman of Safety, N. C. P. T.

How safe are your children after they reach their school? What measures are taken to protect them there? How many children lose time from their studies because of accidents which happen at school? Whose responsibility is the safety of children at school?

What does the term "safety in the school" mean to you? Does it imply merely absence of risk, freedom from danger, lack of adventure—an inert, passive existence? Or does it convey to your mind intelligent weighing of values, discriminating between good risks and foolish risks, choosing desirable adventures and discarding unwise adventures—thoughtful, discerning selection of rich and varied activities which make living a dynamic and thrilling experience? It is in the latter sense that parents and teachers are today viewing the problem of safety in the school.

#### ACCIDENTS DO OCCUR AT SCHOOL

SURPRISING as it may seem, the youngest children are by no means those most fre-

quently hurt at school. Among more than a thousand accidents which occurred on school grounds, the largest number happened to sixth grade children. Among a similar number which occurred in school buildings, the majority were to seventh and eighth grade children. This is easily understood when it is remembered that younger children participate on the whole in less strenuous activities than those engaged in by older boys and girls and that they are naturally more closely supervised than older children.

In 1931-32, out of a group of nearly half a million school children approximately seven thousand suffered injuries sufficiently serious to keep them out of school. Some of these absences were for a day, some for a few weeks, a few lasted months. About one-third of the total occurred while children were on school property. Of those occurring on school property 1,409 happened on playgrounds and 1,040 occurred within school buildings. In terms of percentages these numbers are

1. How adequate is the play space and equipment of your school? of your home? of your neighborhood?
2. How safe is the apparatus on your school grounds? Who inspects and tests it and when?
3. Are there any contradictions between the safety which your children are taught at school and that which they see practiced at home?
4. What recreational facilities does your community provide for its boys and girls?

not large but in terms of boys and girls they are far too high.

#### ACCIDENTS ON SCHOOL GROUNDS

FOUR general causes are largely responsible for playground accidents:

1. Faulty equipment
2. Improper use of good equipment
3. Wrong grouping of pupils for use of apparatus
4. Inadequate social education.

By faulty equipment is meant equipment that breaks, becomes disjointed and falls apart, or that cracks and causes tears, scratches, and bruises. No lover of children would deprive them of the sheer joy that comes with the physical exhilaration of using good apparatus. No student of child

The improper use of good equipment presents a different problem from that arising from the use of faulty equipment. This problem is one of education and consists largely in helping children acquire the right attitudes toward the proper use of equipment, in helping them gain the necessary information for using each type of apparatus in the right way, and in providing sufficient practice in the right use of it. The child who has gained enough skill in using apparatus suited to his level of ability to experience the thrill of mastery is not usually the one who causes or meets with accidents. He is alert; able to gauge distances; has good coordination of eye and muscles; and is not easily upset. Growth in these qualities is as distinctly achievement in safety education as is freedom from accidents.

A wrong grouping of pupils who are to use apparatus occurs when the available play space is not properly distributed among the groups using the grounds



Photographs courtesy National Safety Council

*These children are taught to go to the corner before crossing the street*

nature would be willing to forego the social and educational values that come from wholesome and whole-hearted participation with one's fellows in the use of accepted playground equipment. There is danger, of course. There is value in the danger. The value lies in recognizing all the elements of danger, eliminating as many as possible, and meeting the others successfully. Any accident that is caused by a piece of faulty equipment shows negligence on the part of someone. Equipment that is of first class quality when purchased and is kept in perfect repair occasions practically no accidents. *Every piece of playground equipment should be tested at least once each week and inspected twice each month.*

at any one time. Where the same space and equipment are used by both younger and older children it may be necessary to arrange their play periods at different hours. Where different sections of the playground are assigned to different groups there should be sufficient space between the groups to eliminate the danger of too close contact of children with one another and with the materials used.

Sometimes a child who hasn't learned how to be a cooperative member of a group expresses his faulty social education through bullying those younger or less strong than himself and causes an accident. He may be the victim of the accident himself by attempting to "show off." If the playground periods are properly supervised, this tendency

can be discovered early in the game and it then becomes the duty of every teacher working with that child to reeducate him.

### ACCIDENTS IN SCHOOL BUILDINGS

ACCIDENTS within school buildings are slightly more numerous than those occurring on school playgrounds, according to a special study of injuries to school children made by the National Safety Council. The gymnasiums, corridors, stairs and stairways, the classrooms and the vocational shops are the places within school buildings where children are most likely to be injured. Crowding, tripping, slipping, carelessness in the use of tools or materials, failure to put tools and materials away when not in use, and failure to follow directions are frequent accident causes. This problem also can be solved only through the development of self-direction and self-control in the boys and girls themselves. Both the home and the school must be sensitive to opportunities for developing in children positive attitudes toward safety for themselves and for others and must provide experiences which will build safety habits and skills.

### A PROGRAM OF SCHOOL SAFETY

ARTICLE VIII of the Children's Charter says, "For every child a school which is safe from hazards. . . ." To attain this goal a school safety program must contain the following essentials:

1. The definite purpose of conserving and developing the natural love which children have for physical activity.
2. Adequate building and playground space to provide enough room for each child to move around comfortably at all times.
3. Adequate and carefully chosen playground equipment to provide the most wholesome exercise and development of physical coordination.

4. Equipment and apparatus of such quality that in and of itself offers the greatest possible safety.
5. Regular, careful, and intelligent inspection and testing of every piece of playground, gymnasium, laboratory, and shop equipment.
6. Definite provision for systematic instruction in such phases of safety education as meet the child's real needs at each level of his development.
7. Definite provision for the practice of fundamental safety habits in a sufficiently large number of varied situations to insure the



*Safety gates guard these children from motor traffic*

child's ability to apply those habits in new situations.

8. Definite provision for making safety education in the school the cooperative work of pupils, teachers, principals, custodians, parents, board of education, and the community.
9. Some provision for checking the results of safety education in the school in terms of an increased social consciousness among the adult members of the community as expressed in such definite ways as: greater efforts to provide better and safer recreational facilities and to cooperate fully with traffic and fire regulations.

### RESPONSIBILITY FOR THE SCHOOL SAFETY PROGRAM

RESPONSIBILITY for the protection of children at school rests largely on school principals and teachers and the parents of the children in school.

The principal, as the head of the school

and the one to whom the community rightfully looks for leadership in education, is the logical one to guide the program after it has been set up by individuals or groups to whom the superintendent of schools has delegated this responsibility. He will know his pupils on the playground as well as in the classrooms. They will know him as one interested in their play and in their way of playing as well as one concerned with their geography and their way of learning geography. He will make possible student organizations which provide opportunities for the practice of right conduct attitudes and habits. He will give to these young citizens as much responsibility for the civic and social phases of the school life as they are able to carry and he will see that they taste the thrill of success. He will see that they formulate such traffic rules and regulations as are necessary in their situation and he will be sure that they observe these regulations because they understand them and because they have shared in the making of them. He will see that the older children feel a definite responsibility for protecting those children younger than themselves. With his teachers he will see that each pupil becomes properly acquainted with all tools, apparatus, and material with which he is concerned and that through regular use under proper guidance a respect for equipment and a pride in the proper use and care of it is built up. He will know the course of study in safety and will help teachers interpret and apply it so that it becomes a source of help in solving real problems and not an isolated bit of adult information to be administered to children at stated periods during the week.

He will recognize the work of the custodian and the contribution he makes to the safety of the school in his care of buildings and grounds. By cooperating with the community agencies that are directly concerned with the safety of the public at large the principal will lead his pupils to see the problem in its larger aspects. To the parents and the community he will be a teacher of safety, for with the help of the boys and girls and the teachers he will make it clear to his public that recreation and safety, education and safety, life and safety go hand in hand. He will point out the fact that "danger cannot be taken out of life without leaving life flat and uninteresting any more than the bunkers and other hazards can be taken out

of a golf course without leaving it too easy to be worth playing over. The thrill in the game of life, quite as much as in the game of golf, consists not only in the clean long drives down the fairway but in keeping out of the bunkers, and even more in playing out of the rough."

To the teachers comes the real chal-

### PROJECTS

1. Make a study of your school to find out what hazards there are in the building and grounds and inaugurate a campaign to get the school officials to remove such hazards. (An excellent check list to use in making this study is "Safety and Health of the School Child," by James Frederick Rogers.)
2. Study the school's program of safety activities and instruction and maintain at home the same standards of safe behavior.

lence of working directly day by day with the boys and girls. They have the advantage of seizing opportune moments to apply the subject matter of safety education in life situations. Every teacher has a share of this responsibility. Class meetings give opportunities for discussing the many safety problems about the school. Representatives of the city fire department, traffic corps, water company, health department, and park and playground commission can contribute a great deal to discussions of their special problems and can provide a valuable point of contact between the pupils and the agencies

that are definitely organized and maintained for the public good. Discussion is, of course, only one step in the teaching process. It must be accompanied by and followed by right practice until habits are fixed. Such school organizations as student civic clubs and safety patrols contribute to the growth of every boy and girl who participates in them.

When all the teachers in a building interpret safety education in its full meaning, work together to interpret that meaning in its entirety, and seize the real occasions that present themselves for the building of positive safety attitudes and habits, less time and energy are necessary for special periods devoted to a study of safety education. However, in order that a sufficiently wide range of subject matter may be included in the school program, and the proper balance maintained among the many different phases of the subject, a definitely organized course of study provides a means by which teachers may check the range covered and the points emphasized. Teachers with initiative find such an outline helpful as a means of measuring their progress and those with less resourcefulness find it a guide to actual accomplishment.

Parents have a definite share in this important work. Unless the home understands what the school is trying to do and reenforces the efforts the school is making, the children are being only half educated in safety measures. It profits little if they learn at school the dangers of playing in the street and then go home to skate or coast or play ball on a public highway. To learn of traffic laws made to protect pedestrians and motorists avails little if the child sees those



Photograph by Acme

*Quick work on the part of the principal saved the 400 pupils of this school when fire broke out*

regulations disregarded by his parents. Fire hazards at home are equally as serious as those at school and must be so regarded if the child is to develop a safety consciousness regarding fire. Learning at school and learning at home must emphasize the same values if either is to be really effective.

Parents must do even more than talk and practice safety education at home. Upon them rests the responsibility for educating the general public to a better understanding of all the ramifications of safety in the school. When safety is interpreted to include moral and spiritual values as well as physical security, safety instruction assumes an added importance.

#### SUGGESTED READINGS

Rogers, James Frederick. "Safety and Health of the School Child." Washington: U. S. Department of the Interior. Circular No. 65. 5 cents. (Order from Chief Disbursing Clerk, Department of the Interior.)

Stevenson, Idabelle. *Safety Education*. New York: Barnes. \$1.00.

Whitney, Albert W. "Safety for More and Better Adventures." New York: National Safety Council, 1 Park Avenue. Free.

*(The ninth article in this study course on All-Round Health, given under the direction of Dr. Ada Hart Arlett, Chairman of the National Committee on Parent Education, will be "Is Your Town Healthy?", by Mary Murphy, and will appear in the May issue.)*

# CHILD WELFARE

*The Official Magazine of the National Congress of Parents and Teachers*



THE GRIST MILL

## The Objects of the National Congress of Parents and Teachers are:

FIRST, To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

SECOND, To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

—From the National By-Laws, Article II.

**A**PRIL—"Why Hurry?" the lesson in our *All-Round Health Course* for this month, is one of the most significant in the year's lessons. Why do we hurry? Partly to get rich, partly to reach the goal before our competitor, or perhaps to break a record—most of which ends are in no wise desirable or fruitful.

When the end is obviously good, we hurry because we have planned time badly or not at all, because we have put off until the last moment attending to Bobby's dentistry, the writing of a paper, the arrangements for the parent-teacher meeting, or merely the preparation of a meal, the necessary shopping, or the answering of correspondence. It is possible that some obstructionist has "balled up" our plans.

Why hurry? It is the last minute rush, the headlong pace to catch up which frazzles nerves, wrecks dispositions, exasperates the prompt ones who wait for us, and generally cramps the pleasure of living. We commend Dr. Arlitt's article which appeared in the March issue of CHILD WELFARE, and which we are to read and discuss in our April study groups.

With an increased need for appreciation of spiritual and aesthetic values, and less money to indulge aesthetic tastes, parents

and teachers are faced with the problem of how to give children an appreciation of the arts and a love for them. The *Parent-Teacher Program* to be discussed in April meetings is "Spiritual Values in the Arts" and takes up this very question of how to surround children with beauty at little cost. We have long labored under the mistaken notion that the beautiful is expensive, but thoughtful study will show us that beauty of line, of color, of balanced arrangement, does not require a lot of money, and that we can have the beauties of nature "without money and without price."

## PREVIEWING THE CONVENTION

PRESSING close on the memory of the Minneapolis convention of 1932 is the next annual meeting of the National Congress. It is to be held at Seattle, Washington, May 21-27.

With 20,000 associations engaged in parent-teacher work of many types, it is natural that there should be an insistant request for the discussion of subjects directly related to their activities, for instruction in the technique of organizing and carrying on, and for opportunities for personal conferences between national, state, and local

workers. These requests are going to be met, we are told by Mrs. Hugh Bradford, President.

Informal "at homes" following meetings, informal conferences and discussion groups will be provided for. It is the personal exchange of experiences, the friendly chat with others dealing with problems like our own that help us in gaining parent-teacher strength and perspective. Maine and Missouri, Ohio and Oklahoma, Washington and Wisconsin when brought face to face have an identity of interest in discussing "The Child and His Community," the theme of the Seattle meeting.

Officers and delegates from the several states are by this time deciding on routes to Seattle and training many a workaday daddy to be a good paterfamilias in their absence. For many who are eager to attend the meeting, Seattle will be impossible. And to these, the stay-at-homes, we commend the *Convention News*, published daily during the convention; a five-day subscription to some Seattle paper covering the convention; the *Proceedings* of the convention, which will be published during the summer of 1933. Information about getting these accounts may be obtained at the office of the National Congress, 1201 Sixteenth Street, Northwest, Washington, D. C.

The June-July issue of *CHILD WELFARE* will contain much information about the convention program and conferences.

#### YOUTH CANNOT WAIT

**S**TANDING out of the Citizens Conference on the Crisis in Education are these words of President Hoover at the opening meeting: "We may delay other problems but we cannot delay the day-to-

day care and instruction of our children."

The burden of this conference of educators, economists, and representatives of great democratic organizations was that however we may economize and reduce our town, city, and government expenditures we must not do it at the expense of growing youth. Education is our first obligation. Budgets must be balanced "but not with the ignorance of children."

Secretary Ray Lyman Wilbur recommended an aggressive attitude on the part of the schools toward the politicians, the highways, in fact, toward all groups which are self-seeking and not child-helping.

In the course of forty paragraphs declaring the policies of the conference, all possible economies in school costs are recommended, such as postponing building construction when possible, reorganization of business departments, adjustment of the size of classes, and, last of all, readjustment of teachers' salaries in accordance with living costs.

Many other recommendations are based on a policy which states that "effective, economical, and non-political operation and adaptation of the plan of popular education, at all levels . . . are fundamental obligations of the American state." "If the state is to have during the coming generation institutions adequate to serve its needs, it must not now unwisely weaken the human foundations of those institutions."

It is gratifying to find the conference ranking the home, the church, and the library with the school as educational agencies. It is the special duty of the National Congress to see that "day-to-day care and instruction" are not delayed in these institutions.



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# ~ A Parent-Teacher Program ~

## FOR MAY



### VIII. THE EXCEPTIONAL CHILD

In recent years we have been startled and shocked to learn how many exceptional children—the handicapped and the gifted—there are in this country. Rather lately the realization has come to large numbers of people that our school system, so carefully adapted to the "average" child, makes no provision for those "who deviate from the average child to such an extent as to require special treatment or training in order to make the most of their possibilities." In other words, there are several million children in this country for whom the public school system is making no provision, and who are not equipped to meet life's problems even though we have now discovered the way to train them. To quote the Committee on Special Classes of the White House Conference on Child Health and Protection, "All who study this question are convinced that we are still at the very beginning of this new phase of education and when it is realized by the public generally that it is sound public policy, not charity, to provide special treatment and training for all types of exceptional children, steps will be taken to enable every child to receive the type of education best fitted to his intellectual and physical needs."

FOR every child who is blind, deaf, crippled, or otherwise physically handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met."—THE CHILDREN'S CHARTER

b. Reports of committees working on projects.

#### GENERAL FEATURES (15 minutes)

Excerpts from messages of state and National presidents. (See current numbers of state bulletin and CHILD WELFARE.)

Brief talk by a teacher: What Do We Mean by "Exceptional Children"?

#### References

Martens, Elise H. "Parents' Problems with Exceptional Children." Washington: U. S. Government Printing Office. Office of Education Bulletin, 1932, No. 14. 10 cents. Pp. 2-3.

White House Conference on Child Health and Protection. *Special Education*. New York: Century. \$4.00. Pp. 4-7.

CHILD WELFARE: "Our Exceptional Children." Marion L. Faegre. September, 1932, p. 12.

#### MAIN PROGRAM (45 minutes)

(In charge of chairman of Program or Exceptional Child committee.)

April, 1933

#### BUSINESS MEETING (15 minutes)

a. Consider matters of business which have not been referred to the Executive committee or which have been referred by the Executive committee to the general meeting with recommendations to be voted upon.

## THE NATIONAL PARENT-TEACHER MAGAZINE

### Talk by a teacher: What Educational Advantages and Vocational Possibilities Are There for the Physically Handicapped?

(Points to develop: what other communities are doing for the education of the physically handicapped child; what this community is doing and how it is doing it; if this community is doing nothing along these lines, how it could establish special classes for at least some of the handicapped; how teachers can help the handicapped in regular classes when there are no special classes; how parents can help; the compelling need for such help; examples of work done in these classes. It would be interesting to call on parents who have visited special classes to speak on their findings.)

"Care and treatment of the physically handicapped child is generally conceded to be a responsibility of the state. Particular conditions in the state should determine whether that care is given by a state or a local agency."—*Organization for the Care of Handicapped Children*

#### References

Martens, Elise H. See above. Pp. 8-17; 61-3.  
White House Conference on Child Health and Protection. See above. Pp. 7-436.  
CONGRESS PUBLICATIONS: *Proceedings*. 1932. \$3.00. Pp. 185-7.  
CHILD WELFARE: "Normal Lives for the Handicapped." Marion L. Faegre. December, 1932, p. 180.  
"Our Exceptional Children." Marion L. Faegre. September, 1932, p. 12.

**General discussion**, led by a parent, of the problems presented by the exceptionally bright child and how to meet them.

(Questions to discuss: What is meant by the "exceptionally bright" child? What is the parents' responsibility for developing exceptional mental ability to its greatest powers? How shall it be done? Shall the bright child be treated in accordance with his chronological age or in keeping with his mental maturity? Shall he be permitted to "skip" grades in school? If not, what other means are there for making use of the abilities of the bright child?)

"Children who are unusually bright are on the whole physically well developed, too. They tend to be slightly taller and slightly heavier, on the average, than children of lesser ability. They come from a better social background, as well.

"Bright children read earlier than the average. A large proportion of them are accelerated at school. They 'like' arithmetic, literature, grammar, debating, ancient history, such subjects as average children find hardest and care for least. Bright children read more than the average, and have more advanced intellectual interests. They have more hobbies and special enthusiasms. They tend to be freer from objectionable character traits than unselected children; are, for example, freer from boastfulness, are more trustworthy and responsible. They are more stable emotionally, and, contrary to general opinion, show more leadership and social adaptability than the average child."

#### References

Martens, Elise H. See above. Pp. 17-30.  
White House Conference on Child Health and Protection. See above. Pp. 537-50.  
*Understanding the Child*. June, 1932. Boston: Massachusetts Society for Mental Hygiene, 3 Joy Street. 10 cents.  
CHILD WELFARE: "Out of the Main Current." Marion L. Faegre. This issue, p. 403.  
"Our Exceptional Children." Marion L. Faegre. September, 1932, p. 12.

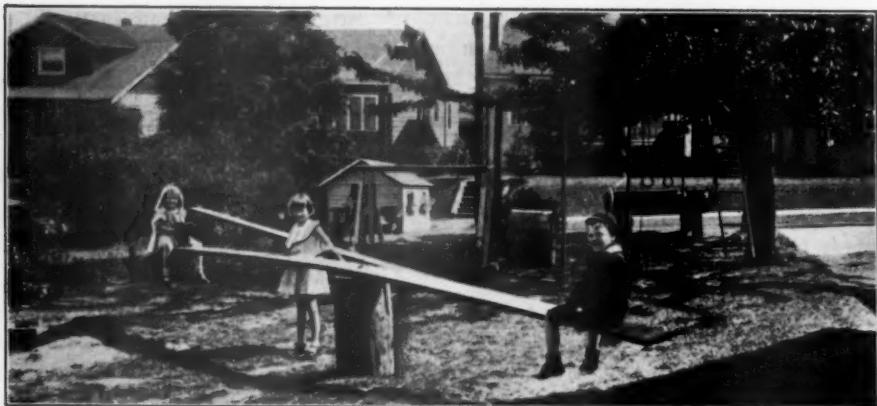
#### SOCIAL PERIOD

If your school has special classes for handicapped or gifted children, visit an exhibit of the work done by them.

#### PROJECTS

1. Assemble exhibit of work done by special classes.
2. Appoint a committee to make a study of the provisions for teaching handicapped and gifted children in your community and to report to the association.
3. If there is need for special classes in your community, work for their establishment in the school system.
4. Put on a Summer Round-Up campaign so that defects may be discovered before the child enters school and, in so far as possible, corrected.

A Parent-Teacher Program for June: "Outdoor Play Day"—to be published in the May issue of CHILD WELFARE



*This back-yard playground won first prize for homemade equipment in the 1932 contest in Seattle. The forty-three pieces of equipment cost less than ten dollars*

## BACK YARDS AND CITIZENSHIP

A CONSTRUCTIVE PROJECT FOR PARENTS,  
CHILDREN, AND THE COMMUNITY

By NATT NOYES DODGE

**I**N the dusk of a spring twilight, the room seemed charged with gloom. Near the window sat a stranger, his face swathed in bandages. Huddled on a chair near the door, a small boy tried to stifle the sobs that periodically shook him. Sitting beside him, his mother held his hand, while his father across the room appeared grave and worried. A stone which the boy had thrown from the top of a steep bank a quarter of a mile from his home, where the gang had a cave, had crashed through the windshield of the stranger's car, and the flying glass had severely lacerated the man's face.

In the back yard of a home only a few blocks away, a very different scene was being enacted. Half a dozen boys were working feverishly about a peculiar structure of unusual design which, it was quite apparent, the boys themselves had built. One youngster was astride the ridgepole nailing up a flagstaff. Another was putting on a few final touches of paint. Others were gather-

ing up pieces of lumber and tidying the premises. A man was busy adjusting the ropes on a trapeze near one corner of the yard, while his wife, the mother of two of the boys, watched the proceedings with evident interest from an upstairs window. Within a few days, the district judges of the Seattle Council of Preschool Associations' Back-yard Playground Contest were to inspect all of the home play yards in the vicinity, and everything must be in readiness for their coming.

**T**HE movement to encourage the construction of back-yard playgrounds is nationwide in scope. However, it has received much greater support in some cities than in others, and with enthusiastic reports of accomplishment from those that have carried on active back-yard playground campaigns, other cities are catching the spirit and inaugurating campaigns of their own. In Seattle, the

movement has acquired momentum through the impetus given each spring by the annual Back-yard Playground Contest sponsored since 1929 by the Seattle Council of Preschool Associations. Further enthusiasm has been aroused by the fact that the Annual Convention of the National Congress of Parents and Teachers will be held in Seattle in May, just at the climax of the 1933 contest, and that delegates from all over the nation may be interested to view the prize-winning yards and observe the results of the city-wide program.

In all probability, the rules of the 1933 contest will be similar to those of the 1932 competition which were drawn up as a result of the previous three years' experience. Five classes of competition are recognized. Two of these are designed to stimulate activity among the various preschool groups, of which there are forty-four in Seattle. The other three classes encourage parents to enter their back-yard playgrounds in the field of competition for which they are best fitted.

The classes are as follows:

1. School district having the greatest number of back-yard playgrounds entered in the contest.
2. School district entering the greatest number of playgrounds in proportion to the school enrollment.
3. The most artistic, practical home play yard.
4. The best practical playground in which all of the equipment is homemade.
5. Special Class.
  - a. The best yard in which all equipment is built for a younger child by a child under sixteen years of age.
  - b. Back-yard playground with



*This condensed play yard for a preschool girl was built entirely by her mother*

equipment built by a mother.  
c. Playground built by a group for the benefit of the community.

**I**N promoting the contest each local preschool group appointed a Back-yard Playground chairman and committee to encourage

the building of home play yards by parents within its own school district, and to solicit the entry of each yard in the contest. Newspaper publicity, a series of eight radio talks during April and May, and displays of miniature back-yard playground models in department store windows assisted the workers. On a previously determined date entry books were closed, and members of each local Back-yard Playground committee acted as judges and selected the prize-winning yards in their own district, and the first-prize yard in each class was entered in the sectional contest. Likewise, first-prize winners in each class in the sectional contest were entered in the all-city competition. Judges to select the winners from this final group were chosen from the police department; the King County, Washington State, and Seattle parent-teacher associations; the Seattle Park Board; the Seattle School Board; and the National Recreation Association.

In the 1932 contest, a total of 2,258 back-yard playgrounds were judged. The winner of first prize in Class 1 was the Jefferson School of West Seattle from which district 298 yards were entered. In Class 2, Fairview School took first



*The man who built this swimming pool for his children does not own an automobile; he does not need one*

## CHILD WELFARE

honors with 275 entries, a number which is 39.2 per cent of the number of pupils enrolled in the school. The day following the judging of the yards, a caravan composed of cars filled with parents and other persons interested in the contest visited and inspected all of the prize-winning yards. It is planned that the judging dates of the 1933 Back-yard Playground Contest will be arranged to provide that interested delegates attending the Convention of the National Congress of Parents and Teachers may be in the caravan visiting the winning yards.

**A**LTHOUGH the major results of such enterprises as the back-yard playground movement cannot be seen now and will not appear until the children who today reap the benefits become the high class, home-loving, good citizens of tomorrow, there are certain phases of it which are already bearing fruit. In the matter of child safety alone, the fact that children really enjoy the attractions of the home yard and prefer to spend their time there means fewer children on the streets and in other dangerous places. Sergeant G. W. Kimball, Director of Junior Safety of the Seattle Police Department, who has been especially interested and helpful in encouraging the development of back-yard playgrounds in this northwestern metropolis, states emphatically that the more than two thousand home play yards in Seattle have undoubtedly prevented many accidents and saved many children's lives. That the back-yard playground movement together with the safety education programs carried on among school children throughout the nation is having its effect is shown by the following figures released by a large insurance company concerning the number of persons killed by automobiles:

Age of victim	1930 deaths	1931 deaths
0 to 4 years.....	1,645	1,550
5 to 14 years.....	4,274	3,840
15 to 54 years.....	5,210	5,270

Whereas adult fatalities are on the increase,

juvenile deaths show a slight but encouraging decrease. The insurance companies estimate that throughout the country as a whole, juvenile safety methods saved 7,500 lives during the year of 1931.

**A**LTHOUGH keeping youngsters off the streets is one of the primary objects of the back-yard playground movement, juvenile safety is by no means the only goal attained. When children congregate to play under the watchful eye of Mother numerous bad habits are nipped in the bud, and lessons in good sportsmanship, fair play, and social harmony are unconsciously learned. Almost every back yard has its sand box or "diggery." In these simple areas of raw materials mountain ranges, tunnels, canyon highways, and other engineering projects have their beginnings, and the children combine their efforts to effect the completion of their construction programs. In these playtime undertakings they learn the valuable lesson of accomplishment through continuous effort. Within the imagination of a child lies the seed of his future potentialities. It takes very little encouragement on the part of parents to nurture this seed until it shall sprout into sturdy growth.

Buoyant health through happy play and muscular exercise in the fresh air and sunshine is perhaps the most important immediate accomplishment of the back-yard playground. Since ample, often homemade, gymnasium equipment such as traveling rings, trapeze, and stationary bar are very cheaply and easily installed, there is little difficulty for parents to surmount in providing their children with equipment which they may learn to use when still quite young. The youngsters are thus aided in developing a self-confidence and the coordination of mind and muscle which are so desirable. Wading ponds and even small swimming pools are frequently found in back-yard play areas. They not only contribute much to the

(Continued on page 438)



## Held back by Coffee . . . *this boy never had a fair chance*

**A DUNCE** they call him. But Science lifts a hand in his behalf and says "You're wrong!"

Pin the blame on coffee. Yes—*coffee!* For thousands of parents are giving their children coffee, and coffee harms children.

### *Why coffee harms children*

Coffee contains caffeine—a drug frequently given by physicians as an emergency stimulant. A single cup often contains as much as *two grains* of this drug.

Coffee can make children nervous and irritable. It can keep them from getting sound and restful sleep.

More serious still—by crowding milk out of the diet of children, coffee is a cause of *undernourishment*. It robs children of their rosy cheeks and sparkling eyes. It lowers their vitality, lessens their resistance to disease, and hampers proper development and growth.

### *Read this amazing proof!*

Studies made by responsible institutions among America's school children not only disclosed the fact than an alarming number of these children of grade and high-school age drink coffee—but that children who drink coffee get poorer marks than those who do not drink it.

A survey conducted by a world famous Research Institute among 80,000 school children proved conclusively that those drinking coffee were harmed. *Less than 16.3% of those who drank coffee attained good*

marks! But 44.7% of those who did not drink coffee attained good marks.

Another survey, conducted among large groups of undernourished children, brought to light this fact—*over 85% of the undernourished children received coffee once or more daily!*

### *A hot, nourishing drink is important*

Of course, children need a hot drink. But why one that tears down? Why not one that builds up? Give them Postum made with hot milk. It contains no caffeine.

Postum made with hot milk is a delicious mealtime drink, and nourishing. It is rich in proteins, in fats, in carbohydrates, in minerals—rich in the body building elements that children should have. What a contrast to coffee! What a difference to the child!

Postum is a product of General Foods.

GENERAL FOODS, Battle Creek, Mich.

C. W. 4-33

Please send me, without cost or obligation, a week's supply of Postum.

Name \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

*Fill in completely—print name and address.  
If you live in Canada, address General Foods, Limited,  
Cobourg, Ontario.*



## THE COUNTRY COMES TO THE CITY

THE school supplies not only the three R's and some of the more cultural accessories of education, but it also gives instruction in some of the A B C's of actual living processes.

A large city school system recently discovered that 3,500 of its pupils had never seen a cow and had no knowledge of the origin of the milk that was left in a bottle on the doorstep early in the morning, so the supervisor of school health education decided that as it was impossible to take the children to a dairy, the dairy should go to the children.

The State Department of Agriculture agreed to cooperate by giving a series of demonstrations in the process of milking. Daisy, a pure-bred Holstein cow, and her daughter, Jessie, came in a truck, and were escorted to a school yard where a circle of tarpaulin covered with shavings formed the improvised dairy. Very soon 1,000 children were eagerly surrounding the charmed circle.

As the milker took his position on the stool and pushed the milk-pail beneath Daisy a third grade youngster was heard to say, "Oh, that's a lotta bunk. Betcha he don't get milk. Where's the bottles?"

Here was the supervisor's opportunity to encourage drinking more milk. He explained how the calf, Jessie, had grown from 88 pounds at birth to 390 pounds within five months, on a diet consisting chiefly of milk. This was a good lead to the remark that "if little boys and girls want to grow big and strong they should drink milk"—a fact of secondary interest, however, to the children who were engrossed by the attempts of the milker to extract milk from other sources than the milk bottle. When the milk began to come one boy nudged his neighbor and whispered, "Didja see that milk come out? It's like a faucet but it ain't. Betcha that's a trick."

The milker was even asked by a wide-eyed little girl, "Was that the cow that jumped over the moon?"

The interest written on the faces of the children in that circular wall about the cow, as well as on the faces of many mothers who peered through the iron palings of the fence, testified that one of the puzzling mysteries of life had been solved.

Daisy and her offspring made several other public appearances and thousands of other children were given this simple lesson in milk production.



## ADEQUATE DIETS AT LOW COST

(Continued from page 414)

because of the quantities of apples used. Oranges, lemons, and grapefruit are the richest of the fruits in vitamin C content. Dried or canned fruits, however, contain much the same nutritive values as the raw fruit.

If eggs are too expensive for use in quantity, young children at least should have an egg several times a week. But there is a season when eggs are cheap and can be provided in larger quantities.

Among the lean muscle meats, the cheaper cuts are quite as nutritious as the most expensive, and the skilled cook can make them very appetizing.

Besides the necessary kinds of food, the budget will include miscellaneous items, some of which are necessary in cooking and some of which are agreeable additions, but not essential for food value. Coffee, tea, baking powder, seasonings, condiments—every housekeeper will have her own list, according to the family taste and the family pocketbook. Economy in those items will not reduce the food value of the diet.

Real economy in the food budget requires first that the essential *kinds* of food be provided in not less than a minimum necessary quantity. Indiscriminate reductions in the diet may endanger the family health. By applying the rules for variety, however, and by selecting the cheaper commodities of each kind, the resourceful housekeeper can provide a safe and acceptable diet even on the minimum budget we have outlined here.

**A** REVISED edition of "Programs for Parents," by Nell Boyd Taylor of the Department of Child Welfare and Parent Education, State Teachers College, St. Cloud, Minnesota, has just been published.

These programs, which were first arranged for rural parent-teacher associations, are now adapted for general meetings of parents and teachers or as guide material for study by parent groups.

Problems for discussion, suggestions for observation and record, and ample references combine to make this a very useful 48-page booklet. The price is 25 cents.

April, 1933

In writing to advertisers, please mention CHILD WELFARE MAGAZINE



## CHANGE TO CRISPNESS

FOR spring menus, a change from heavy winter dishes is in order.

Crisp Kellogg's Corn Flakes are particularly good for children. Eaten with milk or cream, they furnish rounded nourishment in an easily digested form. Made by Kellogg in Battle Creek.

The Home Economics Department has prepared a wide range of literature on the subject of nutrition. A few are listed below. Mail us the coupon, and we will gladly send you free copies.



Home Economics Department, T-4  
KELLOGG COMPANY, Battle Creek, Mich.

Please send me free the literature that I have checked.

<input type="checkbox"/> CALORIES	<input type="checkbox"/> DIVIDE YOUR FOOD DOLLAR
<input type="checkbox"/> VITAMINS	<input type="checkbox"/> MILK FOR ADEQUATE NUTRITION
<input type="checkbox"/> FOOD CALCIUM	<input type="checkbox"/> YOUR INSIDE STORY
<input type="checkbox"/> FOOD SELECTION CHART	<input type="checkbox"/> BE YOUR OWN BEST EXHIBIT
<input type="checkbox"/> EAT MORE HONEY	
<input type="checkbox"/> THREE MEALS A DAY	

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

## THE NATIONAL CONGRESS OF PARENTS AND TEACHERS INVITES YOU TO SEATTLE

*When?* May 21-26, 1933

*Where?* Olympic Hotel, Seattle, Washington

*Why?* For the Thirty-Seventh Annual Convention

### **Convention Theme: *The Child and His Community***

A subject of vital interest to every individual member in every community. The health and happiness, the social development and protection, the education and cultural life, and the spiritual and ethical life are all timely topics which form the basis of discussion conferences.

### **Practical Helps!**

One day's program will be devoted to organization. An attempt will be made to depict to the entire delegate body the whole national movement with the functions of each branch from the National Board meeting to the individual group.

A new feature will be the Consultation Hour or informal "At Homes" schedule each day from four to five. National officers whose names have been familiar to local delegates will become real personalities. National leaders may be consulted about individual problems.

*For railroad rates and hotel accommodations see state bulletins. Detailed information will be sent upon request by state and national offices.*



## DISCUSSION CONFERENCES AT SEATTLE

MANY vital topics of present-day interest will be discussed at conferences during the Thirty-Seventh Annual Convention of the National Congress:

- I. Community Standards Necessary to Meet Present Conditions of Health and Safety
  - a. How can a parent-teacher association assist in public health measures?
  - b. Special Congress health projects
  - c. Safety education and legislation
- II. Community Standards Necessary for the Social Development and Protection of the Child
  - a. Playgrounds and libraries
  - b. Juvenile protection
  - c. Society's responsibility for community standards
- III. Community Standards Necessary for Adequate Financing of School Education
  - a. A study of the school program
  - b. Developing leisure-time activities to safeguard the cultural life of the child
- IV. Community Standards Necessary to Encourage Cooperation of Character-Developing Agencies
  - a. Youth organizations
  - b. Spiritual and social adult attitudes toward modern life
  - c. Mental fitness

The pre-convention meeting of the Board of Managers will be held on Saturday, May 20; the post-convention meeting, on Friday, May 26.

Courtesies extended by the Washington Congress of Parents and Teachers include a dinner to the Board of Managers on May 20, a drive on May 21, and a trip to Mt. Rainier on May 27. The state presidents' luncheon will be held on May 21.

The four morning classes will be devoted to parent education since that is the major emphasis of the program of service of the National Congress.

## ON TO SEATTLE

for the NATIONAL CONGRESS of PARENTS and TEACHERS, May 21 to 27. Join party leaving Chicago May 16; Twin Cities May 17, on the famous

## EMPIRE BUILDER

Travel "The Interesting Way"—1500 smooth, cinderless miles—300 by day through the Rockies, 60 by daylight along Glacier Park.

Ask for Booklet  
A. J. Dickinson  
Passenger Traffic Manager  
St. Paul, Minn.



## GREAT NORTHERN

### Join These Delegations!

Delegations from Illinois, Minnesota, So. Dakota, Texas, Colorado and Kansas will go the Northern Pacific way to Seattle in May to the Convention of National Congress of Parents and Teachers. Join them for a thrilling trip which includes Magic Yellowstone Park. Full information by writing E. E. Nelson, Northern Pacific Ry., St. Paul, Minn.



Route of the NEW

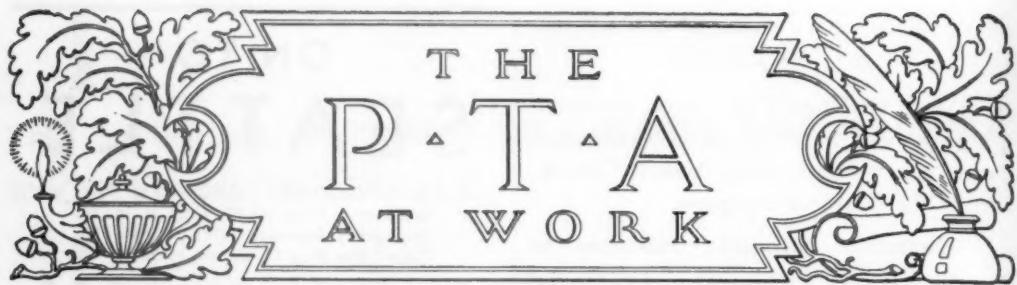
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### EFFICIENCY IN WELFARE WORK

#### Texas

"If you want to succeed in any undertaking, first get the cooperation of your newspaper editor."

That is the advice given by the Baker Parent-Teacher Association of Pampa, one of the winners of first place in the publicity record book contest conducted for associations throughout Texas.

Baker School had a tremendous welfare problem last year. Many of its children could not have attended school had it not been for the cooperation of parents, teachers, newspapers, and, finally, interested citizens. There was probably not a child who remained out of school for want of food or clothing.

The initial efforts were made by the P. T. A. It clothed needy children, and it established a cafeteria. But the installing of the cafeteria was merely the beginning. To feed the needy children, who numbered about half of the entire group of children to whom lunches were served, took far more money than the cafeteria could earn from the paid lunches.

Then the need came to the attention of the newspaper editor who conducted a campaign to aid the needy children of Baker School.

"Would you give \$2.00 to keep a child from going hungry an entire month?" the writer pleaded through the press. And the checks began to come in, some to the editor and others to the school principal. Names

of the donors were printed in the paper as those who had "adopted" children for one month, or one year.

There were many donations of food. A hotel provided soup every day during the winter without charge. A drug store purchased groceries in large quantities and presented them to the school.

The P. T. A. did more, however, than ask for donations. It earned \$500 by actual work and used the money largely to clothe children whose garments were insufficient for school attendance. A school carnival and several other community entertainments were given.

So with the money donated by the public, additional contributions of food and clothing, and funds earned by the association, the needy pupils of Baker School experienced a comfortable winter, the depression notwithstanding.—HOLLYCE SELLERS HINKLE, Box 448, Pampa.

#### Oregon

While stories pour in from near and far of parent-teacher units which have organized some method of clothing relief for school children, the Portland District of the Oregon Congress has just disorganized a highly efficient clothing project after ten years of service. However, they have not withdrawn from public welfare work, but have undertaken to maintain the children's used clothing department in the city-wide program for relief, and to cooperate as much as they can without becoming a charity organization.

The Portland District for several years educated its social welfare workers through lectures and contacts with public agencies until parent-teacher workers were considered valuable assets in social work. As a result of this training, if investigation showed that school children in need of clothing were being helped by other agencies, they were referred back to that agency, and only children of families receiving no help were supplied.

The Portland Community Chest has allowed the Portland District an annual allocation for four years to carry on this work and to supplement the used clothing obtained through bundle drives. A year ago this department realized that families who had been able to get along with a little help had, through unemployment, become charges of other agencies, so in March, 1932, they assigned their allocation to the Children's Department of the Public Welfare Bureau, cleared their racks and bins and marked time until fall.

Now, with the need greater than ever, the district is cooperating in the city-wide relief program. In addition to caring for the children's department, a group is working in the new clothing depot of the Public Welfare Bureau, which is caring for adults and children.—MRS. F. W. BLUM, *Portland*.

#### Alabama

Fifty-three parent-teacher associations in this state planned that all children seven years old and over should have all hindrances to their school attendance cleared away. They determined to help parents as well as children. These fifty-three associations were located in thirty-two counties, and as a result of their efforts one thousand children and five adults have

found it possible to attend school regularly.

School principals, welfare agents, and others were asked, "Do you know of any little boy or girl who is not in school?" After investigation of names secured in this way, associations rendered the type of help which a family's need indicated. Some cases were referred to welfare agents, who supplied clothing, books, or money. Many health problems were solved; forty associations provided one nourishing meal with milk every day for children who otherwise would have gone hungry.

Three parent-teacher groups reported interesting schemes for teaching illiterate parents. Some were taught individually; one unit sponsored a summer school for parents in the country; and in one locality an evening school under the auspices of the P. T. A. was attended by twenty-five men.

Through friendly visits, the furnishing of supplies, and of programs of entertainment and instruction, these associations encouraged and helped parents as well as children.—*Montgomery, Alabama, JOURNAL AND TIMES.*

#### Connecticut

Members of the Black Rock Parent-Teacher Association, realizing the great need for welfare work in their community, decided to use all available funds for this purpose. The



*Courtesy Bloomington "Daily Pantagraph"*

*Volunteer workers help to send out Summer Round-Up packets in Illinois. At the right is Mrs. Phil Wood, state chairman of Summer Round-Up, and at the left, Mrs. Perry LaBounty, director of District Six*

## CHILD WELFARE

chairman of the Sunshine committee enlisted the services of a large number of interested helpers, and they were successful in aiding many in distress.

At Thanksgiving a committee from the association, cooperating with the school, distributed sixty baskets of food as well as toys and clothing. In December they worked out a program of cheer and goodwill which was most effective in giving joy and comfort to many of the needy.

A room was made available at the school where outgrown clothing and unused toys could be brought. The teachers and pupils and parents responded; and other organizations in the neighborhood—the Business Men's Association, the Republican Club, the Democratic Club, and the employees of the public library—cooperated generously and aided in the distribution of articles at Christmas time.

Members of the committee were influential in having milk delivered daily to several unfortunate families.

As a result of the numerous calls that have been met, it is felt that the work should be continued indefinitely, since there is no other relief agency in the immediate vicinity.—MRS. CHARLES BRADY, *Bridgeport*.

### ENCOURAGING INTEREST IN BOOKS *Mississippi*

Last year a certificate was offered to adults by the Home Education committee of the Mississippi Congress for the reading of ten books during the year on parent-teacher work, parent education, or child training. Five of these were required, and the readers could choose the other five. The required books were *Parents and Teachers, A New*

*Force in Education, If Parents Only Knew, and Parent Education*, first and second yearbooks. This year only three of the ten are required—the first three on last year's list. To those who earned the certificate last year, a silver seal for the reading of five more books along similar lines is offered, *Education for Home and Family* being the only required book of this lot. For reading ten books in addition to those read last year, a gold seal is given.

The Mississippi Library Commission cooperated with parent-teacher groups in furthering children's summer reading. For reading ten books from a suggested list published in our state magazine, the Library Commission gave a certificate; and for reading twenty-five, a gold seal. Special reports on these were sent in by the child's teacher or his parent. It is encouraging to know that 106 children's certificates and thirty-one gold seals were issued during the year.—MRS. W. D. COOK, *State President, Meridian*.

### *Louisiana*

The CHILD WELFARE MAGAZINE afforded not only the topic but the subject matter of a charming playlet given by our sixth and seventh grade pupils. It was entitled "Our Magazine and Good Books," and provided the entertainment feature of the November program of our P. T. A. The playlet accomplished three purposes: first, the parents and teachers heartily enjoyed the play; second, it was a fitting observance of Book Week; and third, more than the number of subscriptions to the magazine to make our association a Standard association were secured.

The stage was arranged as a living-room, and at the rear was a frame which represented five books, the backs of



*Uncle Remus steps forth*

## THE NATIONAL PARENT-TEACHER MAGAZINE

which opened on hinges. A little girl seated in an armchair with a CHILD WELFARE MAGAZINE on her lap looked up and said: "My mother subscribes to this magazine and it is splendid. In the September issue there was a fine article by Eva Cloud Taylor, a specialist on children's literature, recommending certain books. Here are five of them which my mother has bought me, and I am going to look them through to see how I like them. Why here's the little old woman who saved Robin Hood's life!" At these words, the back of the book entitled *The Children's Hour*, by Tappan, Volume X, opened and out came the little old woman, Robin Hood, the Bishop and his men, all in attractive costumes. They dramatized the charming story in which Robin Hood was saved by exchanging clothes with the little old woman. Next came Uncle Remus from *My Bookhouse*, by Miller, Volume VI, who told in rare darky style the story of Brer Tarpin outwitting Brer Fox. From *The Children's Book*, by Scudder, stepped an attractive child who recited "The Duel," by Eugene Field. *My Travelship*, by Miller, Volume III, released a lovely little maiden from far Japan in a handsome native costume, who told the story of "The Tongue-Cut Sparrow." An effective dramatization of "The Pig Brother," in the September issue of the magazine, was given by a group of children who trooped out of *The Wonder Road*.

With each presentation from the books the little girl made appropriate comments. She exhorted her audience to secure these delightful books for their children. The presentation closed with the singing of a book song by a chorus of twenty-five children.—GRACE B. AGATE, Supervisor, S. L. I. Training School, Lafayette.

### Colorado

It was decided that the best way to arouse interest in children's reading was to show the children, as well as the parents, a beautiful collection of worth while books for children, and then link up these books

with their school and home activities.

Teachers, librarians, parents, and book dealers all gave us the most gracious co-operation. Along with the books came all sorts of interesting maps of travel and adventure, beautiful foreign flags, striking and colorful pictures for children. The public library allowed us to take hundreds of their books, helping with special lists, and even letting us exhibit some of their valuable foreign dolls with our travel books. Members of the group lent treasures from foreign lands—beautiful things which added greatly to the attractiveness of our exhibit.

The table of travel books and the large world map were most interesting. Here we also had dolls and handicrafts from all over the world.

The different grades of the school contributed displays, and they were most pleasing. The first grade had books for recreation, with games prepared by the pupils. The second grade had a book stall on which were books about community life, volumes of poetry, and old favorites. The third grade had books from every land, and pictures and treasures from Holland. Next were books on transportation, with art illustrations and pictures of earliest sea craft and ships of other nations—all assembled by the fourth grade. The fifth grade presented pioneer life, with an attractive poster and a covered wagon. The sixth grade exhibited a live porcupine, with books and articles about it. They also had constructed a cotton gin, and showed many books on cotton culture. In the second grade display was a model bookcase.

There was also an Indian table—very colorful with dolls, rugs, baskets, and pictures of unusual charm.

Reading interest was developed, and book lists were made by both children and parents. Out of it all came dozens of questions and ideas for the study group this year.—LUCILLE L. BECK, of University Park School, Denver, in *The Colorado Parent-Teacher*.

# CONGRESS COMMENTS

**Mrs. B. F. Langworthy, First Vice-President of the National Congress, spoke over the National Broadcasting Company network in February on "Better Education for Better Parents."** Her address was a feature of the weekly broadcast of "Our American Schools" radio hour, which is under the direction of Florence Hale, vice-president and radio chairman of the National Education Association.

\* \* \*

Word comes from Miss Mayme E. Irons, National chairman of the Committee on Music, that the numbers to be sung by Mothersingers at the 37th Annual Convention of the National Congress of Parents and Teachers in Seattle, May 21-27, will be the following:

"Calm Be Thy Sleep," by Cain. No. 975, Gamble Hinged Music Co. 15 cents.  
"A Note of Golden Song," by Saar. No. 3020, H. T. Fitzsimmons. 15 cents.  
"Star Lullaby," arranged by Bryceson Treharne. No. 1547, Boston Music Co. 15 cents.  
"Take Joy Home," by Bassett-Rieger. No. 7631, G. Schirmer. 10 cents.  
"Spring," by Hildach. No. 14259, O. Ditson. 15 cents.

These numbers may be secured from the following firms, which have agreed to stock the music and supply orders promptly:

Sherman Clay and Co., 1624 Fourth Avenue, Seattle, Washington.  
Charles E. Wells Music Co., Denver, Colorado.  
Gamble Hinged Music Co., 228 South Wabash Avenue, Chicago, Illinois.  
G. Schirmer, 3 East 43rd Street, New York City.  
In ordering be sure to give the number and publisher as mentioned above.

All selections must be memorized for the Seattle program, and every member of a local Mothersingers organization who expects to sing with the National Mothersingers Chorus at the Seattle Convention should send at once to the National chairman and to her state chairman of the Committee on Music, her name, address, organization represented, director's name, and indicate voice.

\* \* \*

**Speaking of the Convention, word comes from Washington of exciting plans afoot there. One of them is that the Idaho delegation is to come in a covered wagon, to help out the banquet motive, "The Covered Wagon" and "Follow the Trail." It is also hoped that the large California delegation will come in a caravan, to be met by a state highway patrolman when they enter the state and escorted the 200 miles to Seattle.**

\* \* \*

Karl de Schweinitz, executive secretary of the Community Council of Philadelphia, and widely known as a social worker and author, has been appointed Professor of Child Helping, under the William T. Carter Foundation of the University of Pennsylvania. The appointment of Mr. de Schweinitz fills a vacancy created last September

by the death of Dr. James Struthers Heberling.

The purpose of the Foundation is "the study of the principles governing and necessary to the welfare of the child and the proper education in those principles of those who, as parents, teachers, and otherwise are charged with or who undertake the upbringing of children." It was founded in 1898 by Mrs. William T. Carter, honorary vice-president of the National Congress of Parents and Teachers, as a memorial to her husband.

\* \* \*

**The Connecticut Congress found so successful the plan adopted last year in awarding silver cups for large subscriptions to CHILD WELFARE that this year it is presenting three silver cups for the associations having the largest numbers of subscribers to CHILD WELFARE MAGAZINE in the past year. The awards will be made at the state convention in April. One cup goes to an association with membership of 150 or more; one goes to an association with membership of between 50 and 150; and the third to an association with less than 50 members. . . . The North Carolina Congress has also planned an award of this kind. At its state convention in April a silver trophy cup will be presented to the district having the largest number of CHILD WELFARE subscribers. The president and district chairman of the winning district will receive special recognition and their names will be engraved on the cup.**

\* \* \*

*The Tennessee Parent-Teacher* reports that in Tennessee certificates for completing the correspondence course were awarded to 466 P. T. A. members.

\* \* \*

**Mrs. B. M. Starks, former president of the Kentucky Congress of Parents and Teachers, is business manager and temporary editor of the Bulletin of the Louisville Council of Parent-Teacher Associations. Mrs. Starks is also Educational Director at radio station WLAP, Louisville. The Bulletin is using the message of Mrs. Hugh Bradford, National President, and other selected material from CHILD WELFARE.**

## HISTORY FUND

A list of recent contributors:

State branches:

California, Washington

Individuals:

Grace M. Pope, District of Columbia

**All who wish to contribute to a special fund which will be applied to the publication of a history of the National Congress of Parents and Teachers now being written by Winnifred King Rugg are asked to send checks to Mrs. B. I. Elliott, National Treasurer, 3601 N. E. 71st Avenue, Portland, Oregon.**

# WHAT DO YOU THINK?

Check each of the following statements as either true or false. Then turn to page 445 for the right answer.

1. The most up-to-date apartment houses now pay special attention to the requirements of families with children by providing open spaces for outdoor play, indoor playrooms, and other improvements. True. . . . False. . . .
2. The fact that a family budget must be reduced does not mean that the foods necessary to maintain health cannot be had. By careful planning and marketing the housewife can often provide better food values in an inexpensive meal than in a meal which costs a lot. True. . . . False. . . .
3. Since creative expression is limited to the arts, it has no place in everyday life, especially the everyday life of little children. True. . . . False. . . .
4. School work is so easy for the gifted child that the best thing to do to keep him busy is to let him skip a grade. True. . . . False. . . .
5. The responsibility for children's safety in school rests wholly on the principal and the teachers; the parents do not necessarily share it. True. . . . False. . . .
6. If there are no restrictions in the by-laws of a local unit as to the number of terms one may serve in a particular office, a member may serve in that office as many terms as he may be elected. True. . . . False. . . .

## Re: SEATTLE

Many P. T. A. workers will want to read the February, 1933, issue of the *National Geographic Magazine*. It has interesting information and pictures of Seattle, where the Annual Convention of the National Congress of Parents and Teachers will be held May 21-27.

## FOR THE TWO-FOLD DEVELOPMENT OF YOUR CHILD

### Physical

"I have already tried out some of the material. It has proved most satisfactory from the teacher's standpoint and from the standpoint of the child. There is enough variety in the book to make every teacher want to own a copy."

—Mary S. Shafer

*Instructor in Physical Education,  
Horace Mann Elementary School,  
New York City*

### Musical

"The explanations are so clear and persuasive that I wanted to try the *Animal Antics* myself! Experiences in rhythmic response to the best types of music furnish one of the most important foundations for an appreciation of good music. The music in your book is well chosen, and adapted to the cultivation of musical taste."

—Satis F. Coleman, Ph. D.  
*Director of Music, Lincoln  
School of Teachers College*

## COME AND CAPER

**A Book of Creative Rhythms, Pantomimes and Plays, with Music**

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Send me *COME AND CAPER* and let me look it over and try it out for two weeks.

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## BACK YARDS AND CITIZENSHIP

*(Continued from page 426)*

happiness of the youngsters, but develop in them a liking for aquatic sports which is in great contrast to the fear of water prevalent among children thirty years ago.

THE variety of playground equipment which may be installed in the home yard is limited only by the size of the yard, the ingenuity of the family, and the amount of time and money that may be expended. For the tiny tots, a sand box, stationary bar, swing, walking or balancing beam (a piece of 2 x 4 eight or ten feet long nailed to blocks, which prevent it from turning, which may serve as a low "tight rope"), and a playhouse are usually sufficient. A small area of the playhouse floor may be made removable, and a sand box built beneath for use in stormy weather. For the larger preschool children, a place to dig, trapeze, traveling rings, wading or swimming pool, and a slide furnish hours of happy play. The older children are also fond of gymnasium apparatus and the diggery, while a tree or, if this is not available, a tower, gives them an exhilarating sense of freedom and a place from

which they may carry on signaling and other gang activities. A tent, or a shack with secret underground entrance, and an old automobile body to serve as an imaginary means of transportation will prove a source of pleasure and inspiration to the children.

IN considering the back-yard playground movement and its effect upon the safety and character development of our children, there is one phase of the matter which we are prone to overlook. That is the immediate and lasting effect upon the mind of the child. Of course, when planning and making the play yard, we parents hope to give the children pleasure and joy. But in providing happiness, are we not laying a foundation for future good citizenship? Are we not developing a love of home and home surroundings which will last forever? Are we not building a series of happy memories which the children will cherish more and more as they grow older? Yes, we are accomplishing all of that, and we are making room for the free play of childish imagination which transforms even the crudest toy into a speeding airplane or a thundering locomotive.



PARENT-TEACHER ASSOCIATIONS during this critical period for education and for the nation have performed an invaluable service. They have stood by the schools faithfully and intelligently. These state and local parent-teacher associations are banded together in one great organization—the National Congress of Parents and Teachers. It is a tower of strength in the educational field because it consists of an effectively organized group of more than a million and a half of the people whose children are in school and who are therefore vitally interested in education. I urge the support of the state and National Congress because the local parent-teacher associations are in a large measure dependent upon these agencies for an adequate and stimulating program that will keep our citizens informed as to the needs of the school child of today. During the past few years the Congress has developed such a program. It would be a calamity for it to suffer any membership loss at this time. The greater demands of the present require increased support. Principals and teachers can do a great service by urging local officers to make full payment of state and national dues. Let us support the parent-teacher movement—local, state, and National. It is our best hope for effective support of public education."—JOSEPH ROSIER, *President of the National Education Association*

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HEALTHIER.  
HAPPIER.  
BRIGHTER  
CHILDREN

Thanks to the School  
Superintendents and Principals  
who gave them

THIS 



In place of THIS 

In the Field of Education  
standards are moving steadily forward

PARENTS and parent-teacher organizations the country over owe a vote of thanks to School Superintendents, Principals and School Boards. For the facts are that despite restricted budgets, standards of education are moving steadily forward. More and more children are being provided with better environment—with modern equipment that assures proper physical as well as mental development.

Improved ventilation, sanitation, lighting, are instances of this. And, more so, the movement to replace obsolete seats with posturally correct American Universal Desks. Scores of school executives have found that such reseating gives students seats that make it *easy* and *natural* to sit erect—that prevent vital organs such as the heart and lungs from being cramped—and crowded.

And, reseating with American Universal Desks

is not only important to the health and educational advantages of the student, but is economical and practical in times of financial stress.

Remember, please, that these desks are the product of an organization specializing in seating for more than 50 years. That the construction and design in these desks is based upon years of research, scientific findings, and developed through actual classroom usage to their present outstanding efficiency. The nation-wide recognition of American Seating leadership has been won through the test of time and experience.

Superintendents, principals, teachers—or any others who may be interested—are invited to write us concerning the replacing of obsolete seating. Posture facts are most interesting and instructive—well worth your reading. Booklets will be mailed to you *free*. Just send the coupon.

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Business or Profession \_\_\_\_\_

Address \_\_\_\_\_

# SUMMER PARENT-TEACHER COURSES

By FLORENCE V. WATKINS • Education Secretary, N. C. P. T.

**T**HREE are four usual types of parent-teacher work conducted at educational institutions during the summer sessions. First there is the one-day parent-teacher meeting held at the institution. This meeting is conducted by a certified parent-teacher instructor. The schedule includes a student assembly or convocation address, addresses to several classes in the school of education, a conference hour or two to which students and parent-teacher workers are invited by the college, and an exhibit of Congress helps. Sometimes this type of work is extended through two or three days, allowing the instructor to meet the education classes on successive days and to arrange conference hours for leadership training of parent-teacher workers.

The second type of work is a one-week conference, sometimes erroneously called a short course. The instructor gives an assembly address, and presents the parent-teacher movement—what it is and how it functions—to various classes daily or to one or two classes on each of the five successive days. In the latter way a cumulative effect is secured which has been much appreciated by the students.

Sometimes the state Congress of Parents and Teachers and the university, or normal school, hold a parent-teacher conference for five days. The sessions last from 10 a. m. to noon and from 2 to 4 p. m., with some evening public meetings. College faculty members participate in the conference presenting timely educational topics of interest especially to P. T. A. members. The National parent-teacher instructor conducts daily round tables, question box hours, leadership classes, and group conferences to which both students and parent-teacher workers are welcome. State officers participate in discussions of state

and local subjects and arrange a parent-teacher publications exhibit. Often a state board meeting is held on one day of the conference.

Tours of the college campus and buildings are arranged to acquaint the members of the conference with the plant and the activities of the college. In the evening social contacts prove helpful in furthering parent-teacher work through personal acquaintance with leaders in this movement for home and school cooperation.

Fourth, there is the credit course for which the usual college credit is given to those who complete the work. This may be given as a part of some other course in education or as a separate course, but the student completing it receives credit for the work done. The course lasts from two to six weeks. A parent-teacher conference may be held on one or more days to which parent-teacher workers and students are invited. The course itself is conducted along the same lines as other college courses and the instructor maintains the same standards of work and requirements for credit as other instructors.

Since this is educational work and distinct from usual field work, an honorarium of \$50 a week is paid by the college to the National Congress of Parents and Teachers for the services of a qualified instructor. The Congress supplies the instructor and pays both her salary and her traveling expenses.

Any college desiring the service of a National instructor for the summer session of 1933 should communicate at once with the Secretary of the Education Division of the National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C., who is responsible for arranging the itinerary of instructors.

## SELF-EXPRESSION AND GROWTH

*(Continued from page 398)*

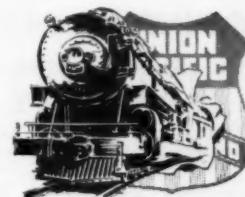
initiative. Let four-year-old Jane choose the phonograph record she wishes to play and let her learn to play it herself. Encourage her to make up her own little songs, to "do things with music" which she has invented. Provide her with a simple easel, a brush, and some paints and paper, and let her draw as her fancy suggests.

THE true creative expression in the preschool years and later is a "way of doing things." It means, to the parent and the teacher, encouraging initiative by first seizing upon the opportunity as it presents itself. It also means making other opportunities by suggestion and by providing the appropriate situations and materials. It throws the responsibility for initiative and choice, as far as possible, on the child. This way of doing things results, as far as the child is concerned, in the thrill of achievement, in more effective learning, in an increased confidence and poise, and in the development of individuality.

STATE PRESIDENTS—ATTENTION,  
PLEASE

THE editors urge presidents of state branches of the National Congress of Parents and Teachers to see that accounts of interesting and unusual activities carried out by their local units be sent to Mrs. Philip M. Wentworth, 143 Cliff Road, Wellesley Hills, Massachusetts, for use in the department—The P. T. A. at Work—which appears regularly in CHILD WELFARE. In addition to showing what parent-teacher associations are doing, these accounts offer models which many other local units find helpful in carrying on their own activities.

Glossy photographs will also be welcomed, but pictures of groups of people cannot be used. The photographs should depict P. T. A. activities being carried out, or the results of successful activities or projects.

The  
best way . . .

to see as much of the West as possible, in the shortest time, at least expense, is via Union Pacific, enroute to and from the *National Congress of Parents and Teachers*

Seattle, May 21-27, 1933.

because . . .

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## REPRINT SERVICE

In this Issue: Articles Available in Reprints

"Self-Expression and Growth"  
"New Models in Apartments"  
"Adequate Diets at Low Cost"  
10 cents each  
25 copies . . . . . \$2.00  
50 copies . . . . . 3.00  
100 copies . . . . . 5.00

"The Safe School"  
15 cents each  
25 copies . . . . . \$3.00  
50 copies . . . . . 4.25  
100 copies . . . . . 6.50

Reprint from Last Volume—Parent Education Course

"Concerning Older Children"  
32-page booklet  
25 cents each

Subject Index of CHILD WELFARE Articles  
September, 1929—June-July, 1932  
5 cents each

Remittances should accompany orders

## VOLUNTEERS IN RECREATION

In a number of cities local organizations play an important part in the successful functioning of the play centers under volunteer leadership. Akron, Ohio, is one of the outstanding examples. Here the Parent-Teacher Association Council took charge of assigning their members as volunteers for definite hours and definite pieces of work, and for providing substitutes when regular volunteers could not serve. . . .

In Shreveport, Louisiana, the parent-teacher association "matched" the city by raising an additional \$500 for the summer playgrounds provided the city made an additional appropriation of a similar amount. Besides raising the money, the Parent-Teacher Association Council assigned on schedule two volunteer workers to assist the paid worker on each of the grounds. These volunteers were always on duty at the time assigned or furnished substitutes. . . .

In Omaha, Nebraska, an outstanding program in social recreation is being conducted. Last year volunteer leaders numbered about 110 people recruited from the American Legion, churches, parent-teacher associations, and recreation agencies. These individuals, who were trained in an institute covering a period of six weeks, were organized in teams of ten with a captain, a song leader, and a pianist.—RECREATION.



## FROM OUR READERS

May I express my appreciation of CHILD WELFARE? Strictly speaking I am neither a parent nor a teacher, but since my work is in the field of child health I am very closely in touch with both parents and teachers, and with the communities of which they form so important a part. I know of no publication which more truly contributes to "the raising of standards of home life" and to the improvement as well as the better understanding of "physical, mental, moral, and spiritual education."

I read CHILD WELFARE every month from cover to cover and never fail to be impressed with the helpfulness and timeliness of its articles and the simplicity and directness of their style. I rarely fail to receive new ideas and new inspiration from them.

I wish you continued and ever increasing success, and many new subscribers for 1933.—LOUISE STRACHAN, *Director, Child Health Education, National Tuberculosis Association.*

I am going to take the opportunity to tell you how much I enjoy and appreciate CHILD WELFARE. It has always been a splendid magazine, but this year it contains more helpful information for the individual reader as well as for the Congress units. The department on parent-teacher programs is especially fine and I have heard many expressions of appreciation for this help from local presidents and program chairmen.

The articles relating to child training (or should I say parent training?) are so practical and helpful that no parent can afford not to subscribe for it. We always recommend CHILD WELFARE to the members of our parent education groups in Kansas City.—MRS. FRANK E. DORSEY, *First Vice-President, Missouri Congress of Parents and Teachers; Associate Editor, Kansas City Parent-Teacher Bulletin.*

We are a small school with just eighty-eight families, of which we have forty-six families as members, and we have sent in thirteen subscriptions so far. I try to get clubs of four or two and nearly every year someone from the clubs wants to have it alone. One mother told me that her husband would let all other papers go when the CHILD WELFARE MAGAZINE came. She had suggested that they take it in a club but he said, "No, we want all the copies and we want to keep them, too." He felt it had a lot of information that they needed. They have two boys, one six and the other three. I think it fine when fathers become interested.—CLARA H. LOBBEN, *Principal, Franklin School, Fargo, North Dakota.*

I should like to know if most of the members of parent-teacher associations subscribe to this excellent magazine, CHILD WELFARE. I have been in children's work eighteen years but have never before seen such an instructive and necessary magazine for child workers as this. I subscribed when I became president of our local unit. I'm convinced that this magazine is practical for every one of our twenty-six million homes.—O. S. BURKHOLDER, *Superintendent, The Hutton Settlement, Spokane, Washington.*

# CONSULTATION SERVICE

## QUESTIONS AND ANSWERS ON P. T. A. PROBLEMS

**Nominating Committee**—Who appoints the Nominating committee in a parent-teacher association? How many should serve on this committee?

The by-laws of your parent-teacher association should provide the method for appointing the Nominating committee, the number of members to serve on this committee, the time when this committee is chosen, and the time for making the committee report to the association. The following is taken from the Suggested By-laws in the "Handbook":

"Nominations for officers shall be made by a Nominating committee of three members elected by the body at least one month preceding the election of officers. The Nominating committee shall report at the election meeting the name of a candidate for each office to be filled."

**Reelection of Officers**—In a local parent-teacher association which has seven vice-presidents, may a person who has just finished two full terms, say as fourth vice-president, be elected as first vice-president? In my opinion it is against P. T. A. policies. I am anxious to give an official opinion on this.

Elections in a local parent-teacher association are governed by the local by-laws. If there are no restrictions in the by-laws as to the number of terms one may serve in a particular office, a member is eligible to serve in that office as many terms as he may be elected. The same rule applies in the case of election to the different vice-presidencies. If there is no rule in the local association by-laws prohibiting election to other vice-presidencies, then the fourth vice-president in the above case would be eligible to the first vice-presidency.

Election laws in the National by-laws govern National elections only, except where the National by-laws specifically apply them to states and their groups. But because the National has a carefully worked out method of election, the states and their groups in adopting their election by-laws usually follow the National method as far as it is practicable. The National by-laws limit the terms of National officers—except the treasurer.

Membership confers the right to hold office for an indefinite number of terms unless the by-laws contain restrictions. Fit your by-laws to your needs. Suggested by-laws for parent-teacher associations may be found in the "Handbook," pages

42 to 45. "Elections," two pages of pointers on elections in state and local associations, is available from the National Office, price 5 cents. See the "Parliamentary Procedure" leaflet, pages 14 and 15.

**Newspaper Publicity**—What can be done when the notes of the meeting are rejected by the local reporter and by the newspaper? We send in reports but do not get them into the papers.

Newspapers must have news in advance and it must be of interest to their readers. Outstanding or unusual features of your meeting would be of interest to newspaper readers. A report of the meeting after it happens usually has little or no news value.

Ask your newspaper editor what type of news he would like from your association, how he would like it written, and when and to whom it should be submitted. The preferences of the newspaper must be considered in writing news for publication.

Study the "Publicity" leaflet. "Parent-Teacher Publicity for Beginners," a mimeographed publication, may be purchased for 15 cents from the National Office, 1201 Sixteenth Street, N. W., Washington, D. C. "The New Publicity Primer," now in preparation, will be available from the National Office May 15.

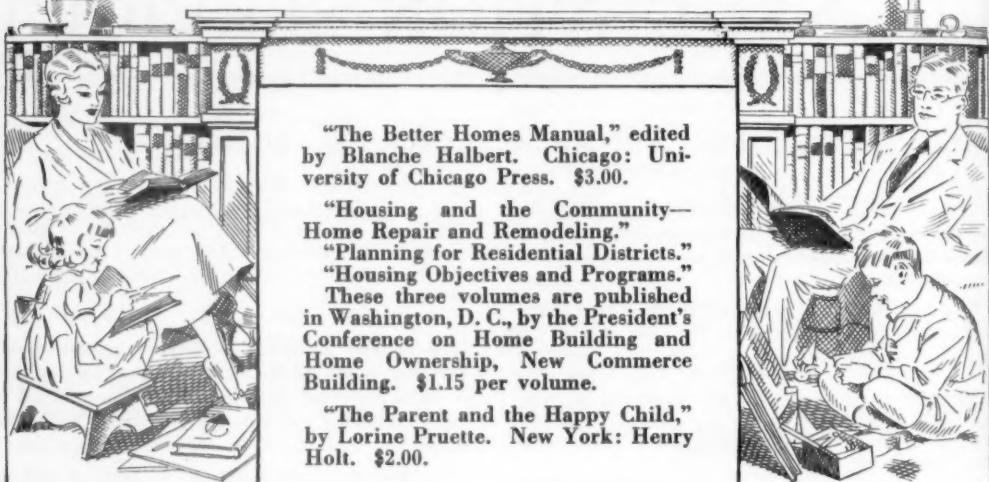
**Children at P. T. A. Meetings**—Sometimes parents cannot come to P. T. A. meetings unless they bring their children. How can we keep the children from being present?

Arrangements should be made for the care of the children who must accompany their parents. In some communities, Girl Scouts or Camp Fire Girls earn honors or credits by supervising the play of the small children who have accompanied their mothers to afternoon meetings. Usually a room can be found in the school building where the children may play. Even many one-room schoolhouses have a recreation basement.

The announcements of the parent-teacher meetings should include information about the plan to supervise the play of the children who must accompany their parents if the parents are to attend. Small children should not attend evening meetings. School-age children should not attend meetings on a school night as this interferes with their needed sleep schedule.

*The Consultation Service is presented by CHILD WELFARE with the cooperation of Mrs. C. E. Roe, Field Secretary, and of Mrs. L. F. Pope, Assistant Secretary, Research and Information Division of the National Congress. Send parent-teacher questions—with a stamped, self-addressed envelope—to the Consultation Service Bureau, CHILD WELFARE MAGAZINE, 8 Grove Street, Winchester, Massachusetts.*

# BOOKSHELF



"The Better Homes Manual," edited by Blanche Halbert. Chicago: University of Chicago Press. \$3.00.

"Housing and the Community—Home Repair and Remodeling."

"Planning for Residential Districts."

"Housing Objectives and Programs."

These three volumes are published in Washington, D. C., by the President's Conference on Home Building and Home Ownership, New Commerce Building. \$1.15 per volume.

"The Parent and the Happy Child," by Lorine Pruette. New York: Henry Holt. \$2.00.

By WINNIFRED KING RUGG

**B**LANCHE HALBERT, Research Director of Better Homes in America, Inc., is editor of a comprehensive volume called *The Better Homes Manual*. The publishers say that no other one book contains so much needed information about financing, planning, building, finishing, and furnishing a home, and it really seems as if their all-inclusive assertion might be true. In twenty-two chapters there are more than 180 subjects treated, in articles especially written for the book by more than fifty experts and in reprints from magazines and bulletins. Homemakers will doubtless be most interested in the sections on finishing and furnishing, on household devices, and on designing grounds, but there is hardly a topic that has not some practical information for the home owner. "Upholstering Old Chairs and Couches," "Essential Features of City Planning," "What Makes Colonial—Colonial?" and "Considerations in Farmhouse Planning" are titles that indicate a little of the range of the book. It is new, up-to-date, and prepared by persons who know their business.

### Home Building and Home Ownership

SEVERAL committee reports in connection with President Hoover's Conference on Home Building and Home Ownership, called in December, 1931, have been published by the Conference. *Planning for Residential Districts* deals primarily with home surroundings and contains the findings of the committees on City Planning and Zoning, Subdivision Layout (more generally thought of as opening up a real estate project), Utilities for Houses, and Landscape Planning and Planting. The title of the volume on *Housing and the Community—Home Repair and Remodeling* speaks for itself. It has an appendix called a "Home Inspection Check-List" which is a clear and simple reference guide for prospective buyers and for

house owners who wish to keep their houses in a condition of maximum efficiency. *Housing Objectives and Programs* includes the addresses given by President Hoover at the opening of the Conference and the general summary of the work of the committee delivered by Dr. Ray Lyman Wilbur at the closing session, in addition to the resolutions adopted at the Conference and the reports of the six committees that were appointed to correlate the investigations of the various fact-finding committees.

Robert P. Lamont, Secretary of Commerce, and Ray Lyman Wilbur, Secretary of the Interior, were joint chairmen of the Conference. Mr. Lamont has pointed out that a major value of holding such a conference in a period of economic depression is that this is a good time to make an inventory and get ready for better conditions.

### Up-to-Date Parenthood

**I**N *The Parent and the Happy Child*, Lorine Pruette lets a brisk wind blow through a clutter of old-fashioned notions about bringing up children; and in the place of those that are swept away she sets up procedures founded on a practical application of the newer psychology.

Parenthood is a profession, and the parents' job is the development of happy children who will grow up to be healthy and well-adjusted adults. "Mothers are as mothers do," writes Dr. Pruette. "There is no sacredness of motherhood. . . . Motherhood is like any other job, subject to the same psychological necessities, to the same startling changes under the vicissitudes of physical and mental health. Motherhood is like any other job, except that it is more important to society."

Mothers have to be good, *all-round* good persons in order to succeed at their job. That means sound, wholesome, healthy, unafraid, able to deal with the world and to live in this particular age,

an "integrated personality," an adjusted person. "The good mother will choose her children, choose the time when they are to be born, and choose the number she can bring up properly. And before this she will have chosen a husband she can love, and after this she will work at her job of keeping their love alive." Dr. Pruette means working at it intelligently.

And fathers are also parents. The emphasis in Dr. Pruette's book is on parents rather than on children. It outlines a ten-lesson study course for parents, with references and questions, and contains a rating chart by which mothers can check up to see how well they are doing their jobs.

### WHAT DO YOU THINK?

These are the answers to the true-false statements on page 437. The page numbers refer to pages of this issue of CHILD WELFARE on which discussions of the statements may be found.

1. True, p. 401.	4. False, p. 407.
2. True, p. 412.	5. False, p. 419.
3. False, p. 396.	6. True, p. 443.

"**THERE** are three kinds of parents in the world: The one who thinks the teacher is always right, the one who thinks that the teacher is always wrong, and those who try to find out."



### BE A PUPPET SHOWMAN

REMO BUFANO, in this new book, gives simple directions that cover every step from the making of mitten puppets, the construction of a stage, the making of props and costumes, string marionettes and their manipulation, to the adaptation of simple plays. Over 80 diagrams and drawings make the instructions clear. The ambitious child will find new outlets for his creative instinct from this book which will also be a boon to schools.

*The Century Co. \$2.50.*

### Vassar College INSTITUTE of EUTHENICS

*For Parent - Child - Teacher*

Six weeks summer course for Parents and Teachers in Child Development, Mental and Physical Health, Household Technology, and Problems of the Modern Family. A Nursery School for children between the ages of two and five, whose mothers attend. Older school, children five to six and a half, if registration justifies it. Special course for Nursery School teachers. Study, lectures, discussions and personal conferences with experts in the field.

*For full information write the Director  
Institute of Euthenics, Vassar College  
Poughkeepsie, N. Y.  
Course begins June 28th*

## STAMP OF MERIT

The appearance of an advertisement in CHILD WELFARE is in itself a stamp of merit. No product may be advertised in these pages unless it is known to be reliable, and the business ethics of the advertiser unquestioned. Listed below are the firms which advertise in this issue of CHILD WELFARE. The italics refer to free material which they offer:

	PAGE
American Seating Company. <i>Booklets on Posture</i>	439
The Century Co.	445
Franklin Printing Company	431
General Foods. <i>A Week's Supply of Postum</i>	427
Great Northern Railway Co. <i>Booklet</i>	431
Grolier Society, The. <i>Booklet</i>	4th Cover
W. K. Kellogg of Battle Creek. <i>Literature and Advice on Child Feeding</i>	429
Northern Pacific Railway. <i>Booklet</i>	431
G. Schirmer	437
Union Pacific Railroad	441
Vassar College	445

*Postage can be saved, when sending coupons to advertisers, by clipping the coupon and pasting it on a one-cent government postal.*

*In writing to advertisers, please mention CHILD WELFARE MAGAZINE*



**Question**—Our son has a room in which to play and keep his toys. It is a difficult task to get him to keep it in order. He seems to have no pride. Should he be allowed to have the room?

You are a sensible parent to give your child a room in which to play. A playroom gives a child an opportunity to work out his own projects with his own materials. Some of them may be left in the playroom while he is at school. Each day he may come back to them until the project is finished. In the meantime the playroom looks disorderly to others. Not so to him. His interest in his project absorbs his whole attention. Try to see this from his point of view and realize that his play is as important to him as our work is to us. There is danger, too, of being overneat in the home to the discomfort and unhappiness of the members of the family.

Perhaps you could help your son to be orderly by building some shelves in the playroom. Some window seats under which play material could be stored would also be good. A cabinet with shelves and compartments would provide storage space. Strong wooden boxes or crates are convenient and inexpensive. Remember that a playroom cannot be tidy all the time if it is to be used with profit.

Try to understand the motives in a child's play. By so doing you will get a glimpse into the happy land of childhood.

**Question**—Do you think it wise for parents to joke with children about beaus and best girls?

No. First of all children should never be ridiculed or be made the object of jest upon any subject. Jokes, like teasing, should not be indulged in at the expense of the child. The effects can be very harmful. Self-consciousness, resentment, and inferiority with many complications may result. Joking on the part of parents with

children should eliminate the personal element. There are many other ways of fun and forms of jokes along wholesome lines that can be utilized.

Wholesome friendships and comradeships are much to be desired in life. They should be cultivated on a high plane from early childhood. The common interests of children and their varied and natural activities together afford many opportunities to develop a happy, straightforward, "chummy" relationship. Let these boys and girls grow up naturally, unhampered by ideas of sentimentality or awkwardness of relationship.

Why spoil these happy, friendly contacts? Boys and girls are all too frequently made conscious of each other and of sex distinctions by unwholesome suggestions from the adult life around them. If adults would only realize the harm they do by this overemphasis on sex and by filling the minds of the young with distorted ideas and wrong attitudes, they would probably abstain from such needless and often patronizing jokes. Relationships between the sexes should be treated wholesomely and not flippantly. Comradeship, affection, and love touch our innermost lives and arouse our best emotions. They should, therefore, not be held up as a joke nor regarded in a frivolous manner. If adults would give the home, friendships, love, marriage, and all the beautiful, happy relationships connected with them the proper deference due them we should probably have fewer social problems and less anxiety.

**Question**—Should children be permitted to use slang?

The use of slang seems to be natural to most children. The child gets a satisfaction in the use of new, sensational, and bizarre modes of expression. Hence the tendency. Many boys and girls have a limited vocabulary and slang fills the need for expressing their ideas and feelings.

Since this is the case, it seems fitting that parents and teachers should do all they can to enlarge and enrich the vocabulary of the child and thus provide him with substitutes for slang. The teaching and use of good language is one of the responsibilities of parents.

Parents may help a child improve his vocabulary by the use of good language expression in the everyday activities of the home. They can see, also, that the child comes in contact with people who have a wealth of language expression; that he is provided with good reading; that he sees good plays, and hears public speakers and good sermons. An opportunity to participate in discussion groups in the home, school, and clubs will aid in language development, provide new words and an understanding of their meaning. The habit of reading poetry introduces beautiful forms of expression into the language of the growing child.

Suggestion, example, opportunities for conversation in a refined environment will do much. When the child is not limited to the use of slang to express himself he will in time drop much of it.

*(This department is conducted with the co-operation of the Committee on Parent Education of the National Congress of Parents and Teachers. Readers are invited to send questions to Evelyn D. Cope, care of CHILD WELFARE MAGAZINE.)*

# FILM SERVICE

By CATHERYNE COOKE GILMAN • Chairman, National Committee on Motion Pictures

THIS page offers a service to state and local motion picture chairmen of parent-teacher associations who are using the motion picture plan adopted by the National Congress of Parents and Teachers. This month we suggest a reading list for state and local chairmen, study groups, and those who desire to understand the recreational, educational, legal, and economic factors of this important subject from the national and international points of view. It is not intended to indicate that all of the titles on the following list should be purchased. A number of them may be secured free and others can be borrowed from local or state libraries.

## MAGAZINES

CHILD WELFARE, the National Parent-Teacher Magazine, 1201 16th Street, N. W., Washington, D. C. \$1.00 per year.

*Educational Screen*, combined with *Visual Instruction News*, 64 East Lake Street, Chicago, Illinois. \$2.00 per year.

*Film Daily*, 1640 Broadway, New York City. \$10.00 per year.

*Harrison's Reports*, 1440 Broadway, New York City. \$15.00 per year.

*International Review of Educational Cinematography*, monthly publication of the International Educational Cinematographic Institute, League of Nations, Rome, Italy. \$2.00 per year.

*The Motion Picture in Education*, Mancall Publishing Corporation, 381 Fourth Avenue, New York City.

*Visual Review*, published by the Society for Visual Education, Inc., 327 South LaSalle Street, Chicago, Illinois. Free.

## PAMPHLETS

Chase, William Sheafe. "Broken Promises of the Motion Picture Industry." Washington: Dr. Chase, 134 B Street, N. E. Free.

Chase, William Sheafe. "A Catechism on Motion Pictures in Inter-State Commerce." Washington: Dr. Chase, 134 B Street, N. E. 50 cents.

Eastman, Fred. "The Menace of the Movies, a Series of Five Articles Studying an Urgent American Problem." Chicago: *The Christian Century*, 440 South Dearborn Street. 10 cents.

Gilman, Catheryne Cooke. "Better Movies." CHILD WELFARE MAGAZINE, January, 1933. Reprints available from the author, 1929 2nd Street, N. E., Minneapolis, Minnesota. 5 cents.

"Investigation into an Alleged Combine in the Motion Picture Industry in Canada." Ottawa, Canada: Department of Labor. 50 cents.

"Motion Picture" Leaflet. Washington: National Congress of Parents and Teachers. Available from offices of state congresses of parents and teachers. A certain number free to each local association, extra copies 5 cents. Ready in May.

Twombly, Clifford Gray. "The Shamelessness of the Movies." Lancaster, Pennsylvania: Dr. Twombly, 115 North Duke Street. Free.

## BOOKS

Brown, H. Emmett, and Bird, Joy. *Motion Pictures and Lantern Slides for Elementary Visual Education*. New York: Bureau of Publication, Teachers College, Columbia University. \$1.00 plus postage.

Dale, Edgar. *How to Appreciate Motion Pictures*. Columbus, Ohio: Payne Fund Study, Bureau of Educational Research, Ohio State University. To be published later.

*The Film in National Life*. London, England: George Allen Unwin, Ltd., Museum Street. 40 cents.

McCluskey, F. Dean. *Visual Instruction—Its Value and Its Needs*. New York: Mancall Publishing Corporation, 381 Fourth Avenue. \$1.50.

Mitchell, Alice M. *Children and Movies*. Chicago: University of Chicago Press. \$1.00.

Seabury, William M. *The Motion Picture Problem, the Cinema, and the League of Nations*. New York: The Avondale Press.

Weber, Joseph J. *Bibliography on the Use of Visual Aids in Education*. Chicago: Educational Screen. 50 cents.

## COMING IN MAY

OVERBURDENED CHILDREN

*S. Parkes Cadman, D.D.*

## YOUTH RESHAPES THE HOMETOWN

*Anna C. Bird*

## A FAMILY AT COLLEGE

*May E. Peabody*

## A SUMMER AT CAMP

*Elaine Goodale Eastman*

## FOR MATERIAL

## About the Preschool Child

Turn to pages 396, 410, 412, 424

## About Elementary School Children

Turn to pages 410, 412, 415, 424, 446

## About Older Boys and Girls

Turn to pages 412, 415, 424, 446

## For Parent-Teacher Units

Turn to pages 395, 409, 420, 422, 424, 430, 432, 436, 440, 441, 443

## Concerning All Children

Turn to pages 395, 399, 403, 421, 428, 437, 444

## THE OAK LEAF CONTEST

Basing totals on CHILD WELFARE Magazine subscriptions received from April 1, 1932 to February 28, 1933, the branches in the various classes rank as follows:

## CLASS A

1. Illinois
2. New York
3. Pennsylvania
4. New Jersey
5. California
6. Ohio

## CLASS B

1. Missouri
2. Texas
3. Michigan
4. Colorado
5. Georgia
6. Indiana
7. Iowa

## CLASS C

1. Florida
2. Minnesota
3. Arkansas
4. Washington
5. Kansas
6. Tennessee

## CLASS D

1. North Carolina
2. Wisconsin
3. Kentucky
4. Oregon
5. Alabama
6. Massachusetts
7. Nebraska

## CLASS E

1. Oklahoma
2. Louisiana
3. Connecticut
4. Rhode Island
5. Dist. of Columbia
6. North Dakota
7. West Virginia

## CLASS F

1. South Dakota
2. Mississippi
3. Virginia
4. Vermont
5. South Carolina
6. Maryland
7. Hawaii
8. Delaware

## CLASS G

1. Arizona
2. Idaho
3. Montana
4. Wyoming
5. New Mexico
6. Maine
7. New Hampshire
8. Utah

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